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THE INFLUENCE OF LANGUAGE LEARNING AND MOTIVATIONAL STRATEGIES ON STUDENTS' SPEAKING AND WRITING ABILITY AT SMA BABUSSALAM PEKANBARU

THESIS

Submitted to State Islamic University Sultan Syarif Kasim Riau in partial
fulfillment of the requirements for the degree of Magister in English Education



BY

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**POST GRADUATE PROGRAM
STATE ISLAMIC UNIVERSITY OF
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In the name of Allah, the most gracious and the most merciful, all praises belong to Allah the almighty. Regard and pray to prophet Muhammad, peace be upon him.

The writer realizes that cannot complete this final project without the help of others. It would be impossible to mention all of them. I wish, however, to give my sincere gratitude and appreciation to all people until this thesis can be completely finished with the title ***“THE INFLUENCE OF LANGUAGE LEARNING AND MOTIVATIONAL STRATEGIES ON STUDENTS’ SPEAKING AND WRITING ABILITY AT SMA BABUSSALAM PEKANBARU”***. Therefore, the writer would like to extend the appreciation to all of them. They are:

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2. Prof. Dr. H. Afrizal M, MA, the Director of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau
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Pekanbaru, Juneth, 2020
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ABSTRACT

Nadia Alkhair (2020) : The Influence Of Language Learning And Motivational Strategies On Students' Speaking and Writing at SMA Babussalam Pekanbaru

This study was aimed at finding out the influence of language learning and motivational strategies on students' speaking and writing at SMA Babussalam Pekanbaru. This study was a correlational research with two independent variables and two dependent variables. There was 107 students considered as the population of the study, and 50% of the students was taken as samples. The data of this study was collected by using two adapted questionnaires and two different tests. The findings showed that: 1. There was a significant influence of language learning strategies on students' speaking ability at SMA Babussalam Pekanbaru. 2. There was no significant influence of language learning strategies on students' writing ability at SMA Babussalam Pekanbaru. 3. There was a significant influence of motivational strategies on students' speaking ability at SMA Babussalam Pekanbaru. 4. There was no significant influence of motivational strategies on students' writing ability at SMA Babussalam Pekanbaru. 5. There was a significant influence of language learning and motivational strategies on students' speaking ability at SMA Babussalam Pekanbaru. 6. There was no significant influence of language learning and motivational strategies on students' writing ability at SMA Babussalam Pekanbaru. It can be interpreted by the results that students' language learning strategies and motivational strategies used by the teacher might be together giving the students impact on students' language proficiency.

Keywords: language learning strategies, motivational strategies, speaking ability, writing ability, correlational research



ABSTRAK

Nadia Alkhair (2020) : Pengaruh antara Strategi Pembelajaran Bahasa dan Strategi Motivasi dengan Kemampuan Berbicara dan Menulis Siswa di SMA Babussalam Pekanbaru

Penelitian ini bertujuan untuk mengetahui pengaruh strategi pembelajaran bahasa dan strategi motivasi dengan kemampuan berbicara dan menulis siswa SMA Babussalam Pekanbaru. Penelitian ini merupakan penelitian korelasi dengan menggunakan dua variabel bebas dan dua variabel terikat. Terdapat 107 orang siswa sebagai populasi pada penelitian ini dimana 50% dijadikan sebagai sampel penelitian. Data pada penelitian ini diambil dari dua angket diadaptasi dan dua jenis tes yang berbeda. Hasil penelitian menunjukkan bahwa: 1. Terdapat pengaruh yang signifikan antara strategi pembelajaran bahasa dengan kemampuan berbicara siswa SMA Babussalam Pekanbaru. 2. Tidak terdapat pengaruh yang signifikan antara strategi pembelajaran bahasa dengan kemampuan menulis siswa SMA Babussalam Pekanbaru. 3. Terdapat pengaruh yang signifikan antara strategi motivasi dengan kemampuan berbicara siswa SMA Babussalam Pekanbaru. 4. Tidak terdapat pengaruh yang signifikan antara strategi motivasi dengan kemampuan menulis siswa SMA Babussalam Pekanbaru. 5. Terdapat pengaruh signifikan antara strategi pembelajaran bahasa dan strategi motivasi dengan kemampuan berbicara dan menulis siswa SMA Babussalam Pekanbaru. 6. Tidak terdapat pengaruh signifikan antara strategi pembelajaran bahasa dan strategi motivasi dengan kemampuan berbicara dan menulis siswa SMA Babussalam Pekanbaru. Hasil penelitian ini dapat diinterpretasikan bahwa strategi pembelajaran bahasa dan strategi motivasi yang digunakan oleh guru bersama-sama dapat memberikan dampak positif terhadap kemampuan bahasa siswa.

Kata Kunci: strategi pembelajaran bahasa, strategi motivasi, kemampuan berbicara, kemampuan menulis, studi korelasi

ملخص

ناديا الخير(2020). العلاقة بين استراتيجية تعلم اللغة واستراتيجية التحفيز بقدرة الطلاب المنتجة في المدرسة العالية باب السلام بكنبارو.

يهدف هذا البحث إلى معرفة العلاقة بين استراتيجية التعلم واستراتيجية التحفيز بمهارات الطلاب المنتجة في المدرسة العالية باب السلام بكنبارو. هذا البحث بحث ارتباطي باستخدام متغيرين هما متغير حر ومتغير مرتبط. هناك 107 طلاب كمجتمع في هذا البحث، تم استخدام 50 % منهم كعينه. كان. البيانات في هذه البحث هي من استبيانين معدلين ونوعين مختلفين من الاختبارات.

تشير نتائج البحث إلى ما يلي: 1. وجود علاقة إحصائية بين استراتيجيات تعلم اللغة والقدرات الإنتاجية لطلاب المنتجة في المدرسة العالية باب السلام بكنبارو. ذلك من نتيجة الدلالة 0.024 واختبار t عند 2.333. 2. لا توجد علاقة إحصائية بين استراتيجية التحفيز والقدرة الإنتاجية لطلاب في المدرسة العالية باب السلام بكنبارو. ذلك من نتيجة الدلالة 0.071 واختباره عند 1.841؛ 3. توجد علاقة ذات دلالة إحصائية بين استراتيجيات التعلم للغة والاستراتيجيات التحفيزية والقدرات الإنتاجية لطلاب في المدرسة العالية باب السلام بكنبارو. وقد ثبتت ذلك من نتيجة الدلالة 0.026 والتي كانت أشد مقارنة بمستوى أهمية 0.05. تفسير نتائج هذا البحث أن استراتيجيات تعلم اللغة واستراتيجيات التحفيز التي يستخدمها المعلم معًا لها تأثير إيجابي على قدرة الطلاب على الكلام.

الكلمات المفتاحية: استراتيجيات تعلم اللغة ، استراتيجيات التحفيز ، القدرة الإنتاجية ، دراسة الارتباط

CHAPTER I

INTRODUCTION

1.8 Background of the Study

The advancement in many aspects of life encourages people living in the world to focus on improving their quality in order to be able to compete each other to get a better job. Qualified people will get a better chance in achieving the success. One of the ways to improve someone's ability is by learning English, either spoken or written form. English is the language that is used by many people in the world. It is the most commonly used language among not only by second language speakers but also foreign language speakers. Throughout the world, when people from different nationalities want to communicate, they commonly use English. That is why it is called as "the language of communication". Quaid-e-Azam in his message to the Educational Conference (as cited in Khan & Ali, 2010) pointed out that:

During the last three or four decades, English has displaced French as the leading language of the world and the recent emergence of basic English is likely to extend its domination still further. Besides, from purely self regarding motives, we should not easily throw away a language which gives us so easy an access to all the secrets of Western Science and Culture (p.3575)

There are four basic skills in English; listening, reading, speaking and writing. Those skills are grouped into two distinctive classes; receptive and productive skills. Regarding the requirements needed in the future, productive skills which consist of speaking and writing tend to be the applicable skills since they are the final outcomes in English



communication. As Riggenbach and Lazaraton (as cited in Golkova and Hubackova, 2014, p.478) pointed out “rather than implementing activities that concentrate attention strictly on accuracy, plenty of language instructors focus on promoting communicative competence in language students by applying ‘communicative activities’ ”. Someone can be said as good at English if s/he is able to express his/her ideas in spoken and written form.

Delivering messages through speaking in English takes a big concern because it allows the speakers to arrange their sentences and correlate with their ideas in a particular time. Shabani (2013) said that speaking in the foreign language has always been reflected as the most difficult skill to acquire in the learners of the target language associated to such other skills as listening, reading, and writing. This is partly due to the fact that it includes more than simply distinguishing the linguistic components of the language.

Richards and Renandya (2002) pointed out that a large percentage of the world’s language learners study English in order to develop proficiency in speaking. Moreover, in delivering the ideas through speaking, the speakers not only have to focus on linguistic competence such as vocabulary and grammatical structures, but also have to consider that they have to access all the relevant knowledge in producing the language in a short time. Ur (1996) also said that speaking appears to be the most necessary skills of all the four skills (listening, speaking, reading and

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writing) since people who recognize a language are usually signified to as speakers of that language.

Furthermore, Harmer (2001) also mentioned that English writing for some EFL learners seems to be demanding in which it needs more comprehension related to the linguistic components. His statement seemed relevant to Hamp & Heasley (as cited in Fageeh, 2014, p. 1) said that a knowledgeable writing is frequently accepted as being the final language skill to be obtained for native speakers of the language as well as for foreign/second language learners.

Moreover, in conducting a writing, some stages need to appear starting from a very rough to a final draft, as what Nunan in Yi (as cited in Iftanti, 2016, p. 3) stated that “writing ability is defined to initiate and evolve ideas and then use certain revising and editing to develop them to maturity in given context”.

Related to the fact that speaking and writing are important skills to be acquired, the same statements are also mentioned in the purpose of the 2013 curriculum especially in English language learning. It is said that related to English subjects as one of important components in the spectrum of the 2013 curriculum, it has a goal to develop the ability of students to communicate in that language, with communication skills that include the ability to listen, speak, read, and write

Based on the preliminary study conducted at SMA Babussalam Pekanbaru in January 2019 with an English teacher and some students,



several problems related to students' productive skills were discovered.

From the teacher's prepective, it was said that the students in the class were not active to respond by using English, they seemed hesitant to construct the sentences with various words, choosing suitable grammar and elaborating their ideas. Moreover, the students' ability in terms of writing was not very far different from their speaking ability. The teacher argued that whenever the students were asked to compose a piece of writing, some problems could be seen from their final drafts. They found it very difficult to make a cohesive and coherent writing since they did not have enough vocabulary to use. Related to those arguments from the teacher, some students at SMA Babussalam Pekanbaru gave almost the same opinions with their teacher. Since they study in a boarding school, they have to stay in a dorm with some regulations. One of them is that they have to speak either English or Arabic one to another twenty four hours a day. They said that it was difficult for them to speak in English particularly without thinking about their mistakes. In addition, it was found out that the students were not motivated enough both in speaking and writing in English since they often missed the class because of their extra activities or the teacher's absence.

Qasimnejad & Hemmati (2014) said that it has been commonly assumed that there are several cognitive and social variables that donate to and affect language learning. One of the most differentiated variables is that of language learning strategy use. Language Learning Strategies are defined

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as steps grasped by students to improve their own learning (Oxford, 1990).

During the past decades, research about language learning strategies have been conducted in different countries with different context. In the earlier article, it was proposed by (Chamot, 2005) that learning strategies are processes that enable a learning task. Learning strategies have a significant part for the students in their learning process to pursue the learning objectives, including their communicative competence both in spoken and written language. As what has been said by Oxford (1990), "Learning strategies help learners participate actively in such authentic communication. Such strategies operate in both general and specific ways to encourage the development of communicative competence".

Students in the classroom may have different kinds of background and needs. It is necessary for the teacher to consider every individual differences in a way of their characteristics and choose teaching strategies that can cover all students' needs. Moreover, Mariani (as cited in Romero, 2009, p. 90) also stated that if learners become conscious of the dissimilar strategies they can flexibly use, they will finally assimilate them either consciously or unconsciously, which will give their options for communication.

Learning strategies are the entire exertion that the students need to handle, understand and implement the information presented in learning-teaching processes or in their individual groundwork (Tay as cited in Kafadar & Tay, 2014, p. 259). It was relevant to Stoffa et al., (2011) who



said that “Students who are capable of monitoring their own meta-cognitive processes can control their learning by applying individualized cognitive strategies in their own learning. Within the framework of metacognition, cognitive learning strategies play a major role by providing methods for students to gain higher academic achievement”

The success of learning does not only rely on students’ cognitive but also some influential factors, such as motivation. In this area, the teacher plays a very important role in increasing students’ motivation in order to engage them to get a better understanding, as what has been mentioned by Ramirez (as cited in Nugroho & Mayda, 2015, p.83) “the teachers’ ability to motivate is important because it creates a free- stressed atmosphere and establishes a relationship of mutual confidence and motivation”.

Motivation plays an important role in the success of learning a foreign language because it is the main dynamic stimulus that originates a mental and physical movement and it is the mainspring that upholds the desire in the long and fatiguing learning process (Al-Mahrooqi R., et al as cited in Koran, 2015, p. 45). Many researches about how motivation affects the proses of language acquisition have been conducted for many years. It was seen that motivation is one of the basic influence to help students can better understanding. However, many theories set to appear about motivational strategies. Motivational Strategies are techniques used by teachers to promote and maintain students’ motivation to learn. They are

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defined as “those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect” (Dornyei, 2001) It is considered to be more valueable for the teachers if they can use different motivational strategies for the students with different needs. Therefore, the writer found it important to conduct a study entitled **The Influence of Language Learning and Motivational Strategies on Students’ Speaking and Writing Ability at SMA Babussalam Pekanbaru.**

1.9 Statement of the Problem

Mastering speaking and writing ability is considered important in English proficiency as a whole. Both abilities are called as productive skills which mean being acquired after receptive skills; listening and reading, seem to be more challenging than other skills. As what has been said by Shabani (as cited in Afzali., et.al, 2015, p. 275) “speaking in the foreign language has always been considered the most demanding skill”, and it was supported by Richards and Renandya (as cited in Ratnaningsih,2016) that writing is the most demanding ability for second or foreign language learners to learn.

Based on the mentioned background above and supported by the phenomena, it was clearly stated that there was many students who had problems in speaking and writing.

Moreover, there has not been a research conducted at SMA Babussalam about the influence of language learning and motivational strategies on students’ speaking and writing ability. So it is necessary for



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the writer to see the relationship since either language strategies or motivational strategies might affect students' learning. As what has been said by Oxford (1990) that language learning strategies are steps taken by students to enhance their own learning. Then, Dornyei (2001) also said that motivational strategies may affect students' motivation to learn.

1.10 Limitation of the Problem

By focusing on the influence of language learning and motivational strategies on students' speaking and writing ability at SMA Babussalam Pekanbaru, it is necessary to limit the problem. As what has been mentioned formerly, it was known that the second grade students at SMA Babussalam Pekanbaru were considered incapable enough in producing language regarding to their productive skills; speaking and writing ability. Therefore, the problems should be limited.

First, this study was aimed to find out the influence of language learning and motivational strategies on students' speaking and writing ability at SMA Babussalam Pekanbaru. The language learning and motivational strategies were considered as the independent variables in which they were measured by using two different questionnaires.

Second, In order to see their speaking and writing ability, two distinctive tests were administered to the students. The topic of the tests were about recount text. Recount text is purposed to retell events or experience in the past. It is suited to the 2013 curriculum used at school.



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The students were asked to tell about their past experience by using language features in recount text, such as the use of past tense and chronological connectors.

Third, the subject of this study was second grade students at SMA Babussalam. They were chosen since they have been studying at the school for almost two years, and they also had more experience living in dormitory with the rules given.

1.11 Objectives of the Study

This study aimed at finding out the influence of language learning strategies on students' speaking and writing at SMA Babussalam Pekanbaru. Their language learning strategies might be different one to another in acquiring the language, so a set of questionnaire given to the students adapted from Oxford (1990) showed their different strategies in terms of productive skills.

This study was also intended to find out the influence of motivational strategies on students' speaking and writing ability at SMA Babussalam Pekanbaru. The motivational strategies which were applied by the teacher in the classroom were very important to help the students to achieve their language learning goals. A questionnaire adapted from Cheng and Dornyei (2007) was used to know the students' perspective about which motivational strategies that their teachers used in the language learning.



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After finding out the influence of language learning strategies on students' speaking and writing ability and the influence of motivational strategies on students' speaking and writing ability, it was necessary to find out the influence of language learning and motivational strategies on students' speaking and writing ability at SMA Babussalam Pekanbaru to answer the research question whether or not there is a significant influence of language learning and motivational strategies on students' speaking and writing ability at SMA Babussalam Pekanbaru.

1.12 Research Questions

Based on the background mentioned above, the problems of the study are formulated in the following research questions:

- a. Is there any significant influence of language learning strategies on students' speaking ability at SMA Babussalam Pekanbaru?
- b. Is there any significant influence of language learning strategies on students' writing ability at SMA Babussalam Pekanbaru?
- c. Is there any significant influence of motivational strategies on students' speaking ability at SMA Babussalam Pekanbaru?
- d. Is there any significant influence of motivational strategies on students' writing ability at SMA Babussalam Pekanbaru?
- e. Is there any significant influence of language learning and motivational strategies on students' speaking ability at SMA Babussalam Pekanbaru?



- f. Is there any significant influence of language learning and motivational strategies on students' writing ability at SMA Babussalam Pekanbaru?

1.13 Significance of the Study

This study is expected to give contributions to some people who deal in education such as teachers. After finding out the influence of language learning and motivational strategies on students' productive skills, the result may give the teachers a broader knowledge about language learning strategies used by the students as well as motivational strategies which are perceived as frequent by the students. Moreover, the teachers also obtain the students' preferences and needs and can modify their teaching practices to the necessities of the students.

This study is also expected to give students a clear understanding about their language learning strategies so that the teachers become more aware in preparing the learning process as a whole. It is also needed for the students to gain a better productive skills in order to achieve a good English proficiency.

Besides, this study is also expected to be beneficial for other writers. Since the results of this study could not be used for general context, so it is very important for other writers to conduct a relevant research in different contexts and might use this study results as a related reference.



1.14 Definition of Key Terms

In avoiding misunderstanding for the readers, some definitions of terms related to the study are given in the following:

- a. **Influence** is quantitative research in which investigators measure the degree of association (or relation) between two or more variables using the statistical procedure or co-relational analysis. This degree of association expressed as a number, indicates whether the two variables are related or whether one can predict another (Creswell, 2014). In this study, the researcher found out the influence of language learning and motivational strategies on students' productive skills at SMA Babussalam.
- b. **Language Learning Strategies** are defined as "steps taken by students to enhance their own learning" (Oxford, 1990). In this study, a set of questionnaire adapted from Oxford was given to the students in order to see their language learning strategies.
- c. **Motivational Strategies** are techniques used by teachers to promote and maintain students' motivation to learn. They are defined as "those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect" (Dornyei, 2001). In this study, the writer found out the motivational strategies applied by the teacher which were taken from the students' perspectives. In this study, a set of questionnaires which was adapted from Cheng and Dornyei (2007) was given to the students.

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- d. **Speaking Ability** is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 2000). In this study, the students' speaking ability was in the form of recount text. There were five aspects of speaking to be assessed; pronunciation, vocabulary, grammar, fluency and comprehension.
- e. **Writing Ability** is defined as the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly (Nunan, 2003). In order to find out the students' writing ability, the students had to write a recount text with some optional topics given. There were also five aspects to be measured; grammar, vocabulary, mechanics, style and content.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.9 Language learning Strategies : Definitions and Kinds

On the field of learning strategy, Language Learning Strategy (LLS) plays an important role in learning process. In language research recently, learning strategies are conscious, teachable, intentional, self-chosen, and self-regulated thoughts and actions for learning the target culture and language (Oxford, 2017) in Sartika et al., (2019). The field of LLS has expanded and many studies have been carried out in different languages and learning settings. They have provided us with interesting findings, which have many pedagogical implications. Along with finding the usage pattern of LLS, there have been many research studies to see and determine the relationship between the use of LLS and other learner variables like motivation, proficiency gender or year of study. There have been abundant research studies carried out on the important roles that strategies play in the learning of second or foreign language and these investigations have contributed immensely to our knowledge of their value in the learning process. One of the major challenges in this field refers to the notable variations in the linguistic achievements of students of a second or foreign language despite receiving similar amounts and qualities of exposure to the target language.

Simply it is found that LLS is what students think and act to accomplish a learning goal in learning process. They can select the



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activity based on their preference in order to make learning becomes more enjoyable. For example, some students practice English with friends at schools and some practice English with people who can speak English outside the classroom. Some students also practice English by reading English text and some by listening to music in English. Various strategies are performed by learners in order to improve their English and help them achieve their goal in learning. Moreover, applying learning strategies influence students in terms of their independency and where they learn how to manage their learning in such various ways.

O'Malley & Chamot (1990) in Sartika et al., (2019) stated that language learning strategies are applied by language learners as a means to acquire and to use information acquired, stored or recalled by the learners, and can also promote autonomy learning. This happened because language learning strategy indirectly guides the students to become active learners that can provide their own needs and choose their preference in learning the language. Briefly, we can say that, the more students are able to apply strategies, the more they become successful learners, because they know their goal and find any ways to achieve it. This makes an assumption that successful learners use more strategies than unsuccessful learners, due to their capability in applying strategies better as they know their needs in learning.

As seen earlier, L2 learning strategies are specific behaviors or thought processes that students use to enhance their own L2 learning. The



word strategy comes from the ancient Greek word *strategia*, which means steps or actions taken for the purpose of winning a war. The warlike meaning of *strategia* has fortunately fallen away, but the control and goal-directedness remain in the modern version of the word (Oxford, 1990)

Language learning strategies have been defined in different purposes of studies. Chamot (2005) defined that Learning strategies are actions that ease a learning task. Lee (2010) in Ghufroon (2017) said that “When learners start to learn something, they have the ability to respond to the particular learning situation and to manage their learning in an appropriate way. Learners use learning strategies in order to learn something more successfully”. Cohen (1988) in Shi (2017) also defined language learning strategies as “Those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall, and application of information about that language. Learning strategies are the particular approaches or techniques that learners employ to try to learn an L2. Language learning strategies are conscious or potentially conscious actions and learners can identify them in their learning process”.

Language learning strategies are very important to know the students' way in learning and to make the teachers easy to determine which strategies suitably used in learning process. As what Grenfell and

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Harris (1999) said in Chamot (2005) that “Learning strategies are important in second language learning and teaching for two major reasons. First, by examining the strategies used by second language learners during the language learning process, we gain insights into the metacognitive, cognitive, social, and affective processes involved in language learning. The second reason supporting research into language learning strategies is that less successful language learners can be taught new strategies, thus helping them become better language learners”

Moreover, Tay (2013) in Kafadar and Tay (2014) gave another meaning that “Learning strategies are the total effort that the students need to process, understand and adopt the information introduced in learning-teaching processes or in their individual preparation”. As Oxford and Nyikos (1989) in Yesilbursa and Ipek (2012) pointed out, “it was the use of LLSs appropriate to the learners' stage of learning, personality, age, purpose for learning the language, and type of language which enabled them to take responsibility for their own learning by enhancing learner autonomy, independence, and self-directing”.

2.10 Motivational Strategies: Definitions and Purposes

Students' motivation in language learning is one of the two main components in my theoretical model. Motivation is considered one of the most important factors in second language acquisition (SLA) (Sun, 2010) because it is thought to determine the level of active personal involvement in L2 learning (Warden & Lin, 2000). By contrast, unmotivated students



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are insufficiently involved and therefore unlikely to develop their L2 skills. Motivation determines how ready and willing learners are to get more information and to increase their ability to understand, speak, and write the L2 (Engin, 2009)

Motivational strategies are defined as instructional techniques, approaches, tactics or interventions employed “to consciously generate and enhance student motivation, as well as maintain ongoing motivated behaviour and protect it from distracting and/or competing action tendencies” (Dörnyei & Ushioda, 2011, p.103). Motivational strategies are more about the strategies used by the teachers to promote students’ behavior during the learning process. Sugita and Takeuchi (2010) in Shousha (2018) stated that Motivational strategies are methods deliberately used by EFL teachers as ways to encourage language learning motivation.

According to Dörnyei (2001), “Motivational strategies are techniques that promote the individual's goal-related behavior. Because human behavior is rather complex, there are many diverse ways of promoting it. In fact, almost any influence a person is exposed to might potentially affect his/her behavior. Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect.” He then also grouped the goals of the motivational strategies into three; individual goals (which may range from having fun to passing the exam or to getting the minimum grade



level required for survival), institutional constraints (you're here to learn the L2; this is the syllabus for this year), success criteria (which traditionally have had to do with exams and marks, but other communicative criteria can often be a better incentive, e.g. to be able to understand most of the lyrics of a pop group, or other specific communicative objectives)".

Moreover, Dornyei (2001) in his book described motivational aspects into four with details of sub areas as following:

- a. Creating the basic motivational conditions:
 - 1) Appropriate teacher behaviors
 - 2) A pleasant and supportive atmosphere in the classroom
 - 3) A cohesive learner group with appropriate group norms
- b. Generating initial motivation
 - 1) Enhancing the learners' L2 related values and attitudes
 - 2) Increasing the learners' expectancy of success
 - 3) Increasing the learners' goal- orientedness
 - 4) Making the teaching material relevant for the learners
 - 5) Creating realistic learner belief
- c. Maintaining and protecting motivation
 - 1) Making learning stimulating and enjoyable
 - 2) Presenting tasks in a motivating way
 - 3) Setting specific learner goals



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- 4) Protecting the learners' self esteem and increasing their self confidence
- 5) Allowing learners to maintain a positive social image
- 6) Creating learner autonomy
- 7) Promoting self-motivating strategies
- 8) Promoting cooperation among the learners
- d. Encouraging positive retrospective self-evaluation
 - 1) Promoting motivational attributions
 - 2) Providing motivational feedback
 - 3) Increasing learner satisfaction
 - 4) Offering rewards and grades in a motivating manner

2.11 The Relationship between Language Learning Strategies, Speaking and Writing Ability

Speaking fluency is an aspect of oral communication to express the human idea, feeling, opinion and thought or information which helps people to communicate one another without hesitation, repetition, and a false start. According to Fillmore (1979), speaking fluency is the ability to fill time with talk, to talk without significant pauses for an extended period. He also adds that fluency is the ability to be creative and imaginative in language use, including joking, varying styles, creating metaphors, etc. It can be assumed that fluency is the ability in which the students to speak without significant pauses and has a creative and imaginative thinking. According to Thornbury (2005, p. 8), the features of



fluency are: Pauses may be long but not frequented, pauses are usually filled, pauses occur at meaningful transition points, there are long runs of syllable and word between pause. To be able to speak using English as a foreign language fluently and accurately, they need great mental and physical effort. This is because to be able to speak fluently, the language learners have to speak and think at the same time Foreign language/L2 learners are totally different with native speakers. Their culture and mother tongue which determine speaking skill is different. So, to be able to speak English fluently L2 learners have to have serious efforts. They have to study hard, practice more often and intensively and use appropriate learning strategy and suitable for them.

Language learning strategies (LLS) become part of this shifting interest since these strategies are an aspect in the learning process (Dornyei, 2005; Takac, 2008) in Rachmawati (2013). Journal of English and Education 2013, 1(2), 124-131 125 LLS are a crucial aspect to consider because these strategies are essential for developing communicative competence that is needed in speaking (Oxford, 1990). They are also a way to establish conscious learning as a tool in obtaining better proficiency, especially in speaking (Hsiao and Oxford, 2002, Dornyei, 2005) in Rachmawati (2013). Different strategies used by learners reflect learners' variation in terms of gender, level of proficiency, learner's belief etc. (Dornyei, 2005). The choice as well as the way of combining and sequencing LLS can be different for each individual.

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However, there must be some powerful strategies to use because as Savile (2006) in Rachmawati (2013) stated not all strategies are equal. There are some strategies that are more effective than the others. Thus the current study finds which strategies are used by successful learners or the high achievers, as they show that their learning is effective.

Language learning strategies are completely described by Oxford (1990) in her books of how they are related to communicative competence. Language learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence.

Communicative competence is the goal of language learning. In the field of second language acquisition, communicative competence has been an important discussion among scholars and practitioners in language teaching. The theory on communicative competence has been developing since Dell Hymes, a sociolinguist, criticizes Chomsky's definition on language competence, which was limited to grammar and thus insufficient to explain a language learner's language proficiency (Brown, 2007) in Hapsari (2019)

Communicative competence is, of course, competence or ability to communicate. It concerns both spoken or written language and all four



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language skills. Development of communicative competence requires realistic interaction among learners using meaningful, contextualized language. Learning strategies help learners participate actively in such authentic communication. Such strategies operate in both general and specific ways to encourage the development of communicative competence.

It is easy to see how language learning strategies stimulate the growth of communicative competence in general. For instance, metacognitive strategies help learners to regulate their own cognition and to focus, plan, and evaluate their progress as they move toward communicative competence. Affective strategies develop their self-confidence and perseverance needed for learners to involve themselves actively in language learning, a requirement for attaining communicative competence.

Social strategies provide increased interaction and more empathetic understanding, two qualities necessary to reach communicative competence. As the learners' competence grows, strategic can act in specific ways to foster specific aspects of that competence: grammatical, sociolinguistic, discourse and strategic elements. Based on the explanation by Oxford (1990), it can be seen that by knowing one's language learning strategies, it can foster students' communicative competence both in spoken and written language.



2.12 The Relationship between Motivational Strategies, Speaking and

Writing Ability

Dornyei (2001) in his book mentioned how motivational strategies might affect students' performance in the classroom. He said that "Educational authorities in many parts of the world are getting into the habit of requiring teachers to specify their teaching goals with an increasing elaborateness. Well selected goal-setting strategies can be surprisingly successful in getting learners on task. The most obvious strategy is to initiate a discussion with the students about goals in general.

"He then also grouped the goals of the motivational strategies into three; individual goals (which may range from having fun to passing the exam or to getting the minimum grade level required for survival), institutional constraints (you're here to learn the L2; this is the syllabus for this year), success criteria (which traditionally have had to do with exams and marks, but other communicative criteria can often be a better incentive, e.g. to be able to understand most of the lyrics of a pop group, or other specific communicative objectives)".

By considering the goals of the students in the classroom, which one of them is success criteria, the students are expected to reach their goals not only their marks but also their communication skills.

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2.13 Productive Skills

Productive skills which consist of speaking and writing ability tend to be applied more in language communication. These abilities are integrated one to another. Considering the balance of a well-language course, Nation and Newton (2009, p. 1) explored that four roughly equal elements should be consisted of a a well-balanced course; 1. Learning to meaning-focused input; that is, learning through listening and reading where the learner's attention is on the ideas and messages conveyed by the language., 2. Learning through meaning-focused output; that is, learning through speaking and writing where the learner's attention is on conveying ideas and messages to another person., 3. Learning through deliberate attention to language items and language features; that is learning through direct vocabulary study, through grammar exercises and explanation, through attention to the sounds and spelling of the language, through attention to discourse features, and through the deliberate learning and practice of language learning and language use strategies., 4. Developing fluent use of known language items and features over the four skills of listening, speaking, reading and writing; that is, becoming fluent with what is already known.

It is very clearly mentioned above that one of the important components for a good language course is having a very good output skills; speaking and writing in delivering messages. Yet it comes after someone can manage his/her input skills; listening and reading. Many

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spoken activities will include a mixture of meaning-focused input and meaning-focused output. One person's output can be another person's input (Nation and Newton, 2009, p. 5). Griffin and Harley (1996) in Nation and Newton (2009) clearly indicated that "productive learning typically results in more and stronger knowledge than receptive learning".

In addition, The productive skills are different from each other in many ways as what Sharma (2015) stated that the spoken language is often unpredictable and active in nature except recorded, whereas the written language can be saved as a documentation for future references. In practicing these two skills, some misunderstanding can be cleared up rapidly right on the speaking time but it needs more validation in writing through more comprehension. Speaking needs more feeling dealing with clarifying doubts. Although writing and speaking are two separated skills of language with specific distinctions, they both fit to the taxonomy of productive skills and because of sharing many same members they are very much correlated (Jordan, 1997, in Namaziandost et al., 2018).

Moreover, speaking and writing as productive skills will not exist without the receptive skills. They are integrated one to another. If one of those is distracted, it will influence the language acquiring process as a whole. Passive knowledge - such as listening and reading - symbolises a springboard to active implementation of grammar structures, passive vocabulary lists, heard and repeated sounds of a foreign language (Golkova and Hubackova, 2014).



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The occasion for learning offered by output skills is not precisely the same as what the input delivers. Swain (1995) in Nation and Newton (2009) suggested three functions for output:

- a. The noticing/trigerring function. It happens when learners are trying to create second language and they deliberately see space in their knowledge.
- b. The hypothesis function. This includes the learner straining something and then corroborating or moderating it on the basis of perceived success and feedback.
- c. The metalinguistic (reflective) function. This involves largely spoken output being used to solve language problems in collaboration with others.

2.13.1 Speaking Ability

2.13.1.1 The Nature of Speaking

In the practice of teaching and learning English, speaking is one of the fundamental skills to be developed as the function of language is to communicate. Among other skills, speaking has a critical function as a key for communication (Florez, 1999) in Rachmawati (2013). Consequently, developing English speaking skills is indispensable for all learners to be able to effectively communicate in the language. To have sufficient English speaking skill to successfully communicate using the language is not easy for most learners. Attempts to help learners in this



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matter have been developed by teachers and researchers. Interest has been shifting from what learners learn or the outcome for the language learning to how learners gain the language or referring to process orientation (Oxford, 1990).

Speaking is the productive skill. This is an activity of producing words or sentences orally. By that skill, people can deliver their ideas, thought and opinion about the world. Through speaking, people can communicate with others directly or indirectly. Chaney (1998: 13) argues that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. In addition, Harmer (2001) states that speaking is a skill which becomes the important part of daily life that it is the way for people to create social relationship as human being. From the definitions above, it can be concluded that speaking is the most important skill of language which is about expressing ideas, opinions, or feelings 8 to others by using words or sounds of articulation in order to inform, to persuade, and to entertain.

Speaking as one of the productive skills is being defined by many experts during past decades. Speaking is considered as the most difficult skill to be acquired by foreign and second language learners since the speaker should not only concern how the language is constructed by also how the message can be



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delivered without making misunderstanding because speaking is essential to human communication. “Speaking is a complex skill, which should be taught everywhere, and it is a skill that learners learn better in group” (Celce-Murica (2001) in Derakhshan et. al., (2016)). Speaking is typified as the relational function of language through which meaning is constructed and conveyed (Hughes, 2013, in Namaziandost et al., 2018).

Kayi (2006) stated that speaking is an interactive process in which an individual alternately takes the role of speaker and listener, and which includes both verbal and nonverbal component. He also added that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in variety contexts. It means that speaking is interaction between speaker and listener. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 2000).

Speaking plays an important role in making a communication or a social interaction with another people in order to gain information orally. So, it is needed for every people to have a good speaking skill. Byrne (1986) in Ghuftron (2017) said that speaking skill covers practice and production stage. The practice stage concerns on accuracy that focuses on the elements of phonology, grammar, and discourse in spoken output. The



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production stage concerns on speaking fluency. It means that learners who have passed the practice stage are demanded to continue to the production stage.

Moreover, speaking is the active use of language to express meanings so that other people can make sense of them (Cameron (2004) in Wahyudi (2017)). Bygate (1987) in Leong and Ahmadi (2017) defined speaking as “the production of auditory signals to produce different verbal responses in listeners”. Speaking is the process of transmitting ideas and information orally in a variety situation. Speaking is also an activity requiring the integration of many subsystems, all these factors to make speaking foreign language a formidable task. In addition, speaking is an interactive process of constructing meaning that involves producing, receiving and processing information which is applied in emerging communication (Sayuri, 2016).

2.13.1.2 Kinds of Speaking

Brown (2004) described six categories of speaking skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in



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the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.



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The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, storytelling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

Brown (2001:251) divides spoken language into monologue and dialogue. In monologue of spoken language, when one speaker uses spoken language for any length of time, the hearer must process long stretches of speech without interruption. In a monologue, the stream of speech will go on whether or not the hearer comprehends. Monologue is categorized into two subtypes. They are planned and unplanned monologues. Brown (2001) says that planned monologues usually create a little redundancy and are therefore relatively difficult to comprehend while unplanned monologues exhibit more redundancy, which is made for ease in comprehension but the presence of more performance variables and other hesitations can either help or



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hinder comprehension. So, it can be said that planned monologue is well prepared than unplanned monologue which contains more redundancy.

Meanwhile, dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those whose purpose is to convey proportional or factual information (transactional). Those subcategories are classified further into familiar and unfamiliar categories. In each case, participants may have a good deal of shared knowledge (background information, schemata). Therefore, the familiarity of the interlocutors will produce a conversation with more assumptions, implications, and other meanings hidden 11 between the lines. References and meanings have to be made more explicit to assure effective comprehension within conversations between or among participants who are not familiar with each other.

2.13.1.3 The Components of Speaking

There are some components in speaking which are very needed in order to produce a good kind of communication proposed by some experts. They are:

- a. Accent. It is the component of speaking which relates directly to the way of producing sounds of the words of generally known as pronunciation. Wardaugh (2006) in



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Rista (2018) said that “Accent is any speech that is different from that constructed norm”. It is influenced by the speaker’s first language which can cause mispronouncing that leads to misunderstanding and disconnecting of ideas.

- b. Grammar. It is the set of the rules in producing a language. It relates directly to the accuracy of the language. It is put together within the sentences in order to produce meaningful and understandable language in delivering messages that are comprehensible. Grammar acts as the system of rules governing the conventional arrangement and relationship of words in a sentence (Brown, 2000).
- c. Vocabulary. It is the first component that should be mastered by the students. It is unlikely for them to deliver any sentences in English. Thus, spoken language has a relatively high portion of words and expressions that express speaker’s attitude to what is being said which belong to the implicit meaning of vocabulary used by the speaker (Thornbury, 2005).
- d. Fluency. Fluency in speaking is the goal of many language learners. It is usually regard as the sign of one’s language mastery. It often includes references to flow or smoothness, rate of speech, absence of excessive pausing, absence of



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disturbing hesitation markers, length of utterances and connectedness.

Furthermore, Harris (1974, p. 81) also mentioned five components of speaking:

- 1) Pronunciation (including the segmental features vowels and consonants and the stress and intonation patterns)
- 2) Grammar
- 3) Vocabulary
- 4) Fluency (the ease and speed of the flow of speech)
- 5) Comprehension, for oral communication certainly requires a subject to respond to speech as well as to initiate it)

Nunan (2007) also stated some indicators for speaking as follows:

- 1) Student's ability in articulating phonological features of the language comprehensibly
- 2) Student's ability in mastering stress, rhythm, intonation patterns
- 3) Student's ability in an acceptable degree of fluency
- 4) Student's ability in transactional and interpersonal skills
- 5) Student's ability in taking short and long speaking turns
- 6) Student's ability in the management of interaction
- 7) Student's ability in negotiating meaning



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- 8) Student's ability in conversational listening skills (successful conversations require good listeners as well as good speakers)
- 9) Student's ability in knowing about and negotiating purposes for conversations
- 10) Student's ability in using appropriate conversational formulae and fillers

2.13.2 Writing Ability

2.13.2.1 The Nature of Writing

Writing is one of language skill which is defined by Brown (2001:335) as "the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals". From the statement, writing means productive skill as spoken skill. Writing is a productive skill as a speaking skill. Written language is produced in written form, whereas spoken language is produced in spoken and understandable with the listening way. Therefore, written language is represented by spoken language. 11 A sufficient skill is needed to produce a good written language as stated by Brown (2001:335) that "writing products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally"



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In line with it, Anthony Seow cited by Richards and Renandya (2002:315) states that there are four main stages of the process of writing, that is planning, drafting, revising and editing. Planning or prewriting is an activity that encourages the students to write. Drafting is the process of gathering ideas for the first time. Revising is the stage of reviewing the texts on the basis of feedback given. Editing is the process of tidying up the texts for grammar, spelling, punctuation, diction, sentence structure and accuracy for preparing the final draft. It can be concluded that writing is a written productive language skill. The purpose of writing skill is to share information from spoken language into written language. It needs a great thinking to produce writing which begin from getting main idea, planning, and revising procedure. To reach the whole, it requires the specific skill which not all the people could develop it.

Out of the four fundamental language skills in the language learning process, “competent writing is frequently accepted as being the last language skill to be acquired for native speakers of the language as well as for foreign/second language learners.” (Hamp and Heasley (2006) in Tuan (2010)). According to Flynn and Stainthorp (2006) in Thresia (2017) writing is a complex process that allows writers to explore thoughts, ideas, and make it visible and concrete. Nunan (2003)



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defined writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph. Besides, writing is both a physical and mental act. It is the physical act of committing words or ideas to some medium, whether it is an object or a symbol or an email message.

Grainger et al., (2005) also defined writing is the process which makes the students get the benefit from imaginative contexts. Writing is likely has advantages from imaginative context for students. In addition, writing also helps the students to manage their ideas. According to Wingersky (2009), “writing is a good way to control your ideas and write them on the paper”. It is also a good and an effective way to help students to share their understanding. This is an effective way to connect all the students’ understanding. When they understand about the material, they can share their knowledge towards their writing.

Brown (1994) explained that writing is the illustration of spoken language, written language is almost the same as spoken language, while the difference is the presentation of written language is taken in graphical. Besides, Brown also mentioned that written products are the outcome of thinking, drafting, and



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revising procedures, specialized skills is required in written language, and that not every speaker develops naturally.

So, it is very impossible for someone who wants to possess a good writing without understanding the topic. The students should be able to master writing since it is one of the ways to share messages to others and try to connect people.

According to Harmer (2005:4-6), the writing process divide into four stages: planning, drafting, editing, and final draft. All the stages of writing process are explained below: 1) Planning It is the first stage of writing process when the writers plan, try, and decide what they are going to say before starting to write. It might involve making detailed notes. There are three issues i.e. purpose, audience, and content structure that must be considered in planning to write. The purpose of writing will influence the type of the text to produce, the language use, and the information. Secondly, the audience will influence the shape of the writing (how it is laid out, how the paragraph are structured), and the choice of language such as formal and informal tone. Thirdly, the content structure of the piece that is, how best to sequence the facts, ideas, or arguments which are decided to include. 2) Drafting Draft is the first version of a piece of writing. A number of drafts might be produced on the way to the final version, as the writing process proceeds into



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editing. 14 3) Editing (reflecting and revising) It is the writing process to make the change of draft which is ambiguous or confusing by using general meaning and overall structure such as individual words and grammatical accuracy. Reflecting and revising are often helped by other readers who comment and make suggestions. The reaction of readers to a piece of writing will help the author to make appropriate revisions. 4) Final Versions It is the last stage of the writing process when the written text is ready to send to its intended audience.

2.13.2.2 Kinds of Writing

Brown (2004) has divided four categories written performance that capture the range of written production, they are:

- a. Imitative. To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.
- b. Intensive (controlled). Beyond the fundamentals of imitative writing are skills in producing vocabulary within a context,



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collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

- c. Responsive. Genres of writing include brief narratives and descriptions, short reports, lab reports and summaries. Under specified condition the writer begins to exercise some freedom of choice among alternative forms of expression of ideas
- d. Extensive. Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

2.13.2.3 The Components of Writing

Brown (2004) defined the taxonomy of micro and macroskills that assist the writer in defining the ultimate criterion of an assessment procedure. The earlier microskills apply more appropriately to imitative and intensive types of



writing task, while the macroskills are essential for the successful mastery of responsive and extensive writing.

a. Microskills:

- Produce graphemes and orthographic patterns of English
- Produce writing at an efficient rate of speed to suit the purpose
- Produce an acceptable core of words and use appropriate word order patterns
- Use acceptable grammatical systems
- Express a particular meaning in different grammatical forms
- Use cohesive devices in written discourse

b. Macroskills

- Use the rethorical forms and conventions of written discourse
- Appropriately accomplish the communicative functions of written texts according to form and purpose
- Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification

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- Distinguish between literal and implied meanings when writing

Heaton (1988) said that the writing skills are complex and sometimes difficult to teach, requires mastery not only grammatical and rhetorical devices but also of conceptual and judgmental elements. The following analysis attempts to group the many and varied skills necessary for writing good prose into five general components or main areas;

- a. Language use: the ability to write correct and appropriate sentences
- b. Mechanical skills: the ability to use correctly those conventions peculiar to the written language, e.g. Punctuation, spelling
- c. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information
- d. Stylistic skills: the ability to manipulate sentences and paragraphs and use language effectively
- e. Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information

Some components of writing have been proposed by some experts. Harris (1974), for instance, has mentioned some



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components in writing which at least most teachers would probably decide to know, those are :

- 1) Content: the matter of the writing, the opinions stated
- 2) Form: the shape of the content
- 3) Grammar: the service of grammatical forms and syntactic patterns
- 4) Style: the selection of structures and lexical items in giving a certain tone or flavor to the writing
- 5) Mechanics: the graphic conventions of the language is used

Furthermore, Hughes (1989) also provided five components of writing:

- a) Grammar (language usage). Grammar is essential to be mastered by the students, since it is the basic to understand the language. In writing, the use of grammar must be used correctly based on the context of the writing itself
- b) Vocabulary. The ability in choosing the appropriate vocabulary in writing is strongly important. Since it helps the writer in composing their writing well
- c) Mechanics. It covers several matters; punctuation, spelling and capitalization. Spelling is important in order to find out a meaningful writing. Using wrong spelling influences the meaning of words. Punctuation is for a reader to sum up his/her voice or drop his/her speed and stop reading. It helps



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the reader understanding the context of the composition itself

- d) Fluency. A paragraph is stated fluent when the choice of the structure and vocabulary consistently appropriate
- e) Form (organization). It is essential for a paragraph to have organization, which means that all sentences in the paragraph discuss only one main idea

Moreover, Nunan (2007) also mentioned some indicators for writing as follows:

- 1) Student's ability in mastering the mechanics of letter formation
- 2) Student's ability in mastering and obeying conventions of spelling and punctuation
- 3) Student's ability in using the grammatical system to convey one's intended meaning
- 4) Student's ability in organising content at the level of the paragraph and the complete text to reflect given/ new information and topic/comment structures
- 5) Student's ability in polishing and revising one's initial efforts
- 6) Student's ability in selecting an appropriate style for one's audience

2.14 Related Studies

Some relevant studies have been conducted for recent years about language learning strategies, motivational strategies and students'



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productive skills (speaking and writing). A study from Qasimnejad & Hemmati (2014), for instance, *Investigating the Language Learning Strategies used by Iranian Monolingual (Persian) and Bilingual (Persian-Turkish) Speakers as EFL learners*. It was aimed at investigating the difference between monolingual (Persian) and bilingual (Turkish and Persian) speakers as EFL learners in terms of use of language learning strategies. The total participant of the study was 160 who were divided into two group, bilingual and monolingual speakers. The results of this study indicated the proof of important difference between monolingual and bilingual EFL learners in terms of using learning strategies, which might have implications for EFL teachers as well as learners. They suggested that teachers' consciousness of monolingual and bilingual language learners' strategy use might help students to be better language learners. The similarity between Qasimnejad and Hemmati's study and this study is the instrument used. The SILL questionnaire version 7.0 from Oxford is used to investigate the students' language learning strategies. While the difference of these studies are the research design. The study from Qasimnejad and Hemmati was a descriptive quantitative research with only one variable.

Next, a study from Bessai (2018), *Using Oxford's Strategy Inventory of Language Learning (SILL) to Assess the Strategy Use of a Group of First and Third Year EFL Algerian University Students*. It was aimed at investigating the patterns of language learning strategy use



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employed by two groups of students enrolled in a three-year English degree course in the department of English of the University of Algiers 2, each one including 56 learners among first and third-year students. The findings indicated that participants from both years use language learning strategies, but with differences in type and frequency. It was suggested that the teachers should help and develop students' awareness of language learning strategies since a major number of students did not make the frequent use of the strategies. The similarities between the study from Bessai and this study are the study purpose and instrument used while the difference is the research design.

Then, a study from Hakan, Aydin, Bulent (2015), *An Investigation of Undergraduates' Language Learning Strategies*. This study was aimed at determining undergraduates' language learning strategies and relationship with gender. There were 120 participants for this study coming from undergraduates taking from different departments and studying English preparation class. The result showed significant positive correlations among all the components of language learning strategies and It can be said that all the components of language learning strategies were related to each other. The writers suggested that it will be very important to determine the specific role of language learning strategies since the teachers need to become more aware of the students through suitable teacher training. Teachers can assist their students by creating instruction that encounters the necessities of individuals with different stylistic



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preferences and by teaching students how to improve their learning style.

The similarity between the study from Hakan, Aydin, Bulent (2015) and this study is the instrument used to investigate the students' language learning strategies while the difference is the research design.

Then, a study by Bruen (2017), *Language learning strategies for reading comprehension: assessing the strategy use of young adults at beginners' level taking Chinese, German, Japanese or Spanish as foreign languages at university*. This study was a qualitative research and was aimed at getting insights into the strategies used by beginning learners of Spanish, German, Chinese and Japanese as Foreign Languages at university level in order to understand texts in their target languages. It also investigated probable association between strategic behaviour and success in reading comprehension tasks. The results showed that significant differences exist in the ability of beginning language learners to use these strategies effectively and appropriately, and in conjunction with one another. It was suggested for future research use measurement instrument capable of tapping into this differential and gathering further information on how beginning learners use language learning strategies as well as how best they should use them to inform pedagogy in key domains such as reading comprehension. The similarity of the study by Bruen and this study is the instrument used while the difference is the research design.

Furthermore, a study from Petrogiannis & Gavriilidou (2015), *Strategy Inventory for Language Learning: Findings of a Validation Study*



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in Greece. This study was aimed at logging how the SILL can be validated in the Greek context for school-aged student population using a translated and adapted version of the SILL (Gavriilidou & Mitits, 2014) which was adapted from original SILL purposed by Rebecca Oxford version 7.0. The result showed that the shorten version of SILL was considered functional for 1308 participants attending elementary and junior secondary school. The writers suggested for further study that it is important to examine whether each of the strategy categories may have different influence on language learning. The similarity between the study conducted by Petrogiannis & Gavriilidou and this study is the instrument used which both adapted from SILL version 7.0 by Oxford while the difference is the research design.

Next, a study from Stoffa., et al (2011), *Using the Motivated Strategies for Learning Questionnaire and the Strategy Inventory for Language Learning in Assessing Motivation and Learning Strategies of Generation 1.5 Korean Immigrant Students*. The purpose of the study was to inspect the association between motivation and language learning strategies in a population of Generation 1.5, Korean students. There were 104 of the final participants with over 188 years old for the targeted age range. The results showed that there was a reasonable relationship between MSLQ learning strategies and SILL learning strategies. It was suggested for the further research that it is necessary to consider observing these behaviors within the classroom or obtaining reports from the



classroom instructors regarding the frequency of their occurrence. The similarity between the study from Stoffa et al., (2011) and this study is the instrument used. However, the difference is the research design.

Furthermore, a study conducted by Sartika et al., *The Learning Strategies Used by EFL Students in Learning English*. The study was aimed at focusing on the most frequently used strategy by the successful and unsuccessful senior high school students and describe the difference of strategy used by them. This was a survey design with a questionnaire as the instrument. The participants were 40 students consisting of 20 successful students and 20 unsuccessful students of tenth grade in SMAN 2 Jember. The writer distributed SILL questionnaires to observe their Language Learning Strategy (LLS) based on Oxford (1990), which covers six categorizes of strategies namely cognitive, metacognitive, memory-related, compensatory, affective, and social. The statistical analysis showed that metacognitive became the most frequently learning strategy used by successful students in scale of high use, while the unsuccessful students were medium users of cognitive strategy. It also indicated successful learners employed all six categorizes of strategies in a highly frequencies than the unsuccessful ones. This makes the assumption that successful students have the ability to plan clear goals, control, review, and evaluate their learning rather than unsuccessful students who focus more on the way they think, memorize, summarize, and repeat the learning. The similarity between the study from Sartika et al., (2019) and

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this study is the instrument used that is adapted from Oxford (1990) concerning on language learning strategies used by the students.

Next, a study from Rachmawati (2013), *Language Learning Strategies Used by Learners in Learning Speaking*. This study is a descriptive study investigating learners' language learning strategies (LLS) in learning speaking and the different strategies used by the high and low achievers of the class. The study used a descriptive method. Since the data for the study are both in the form of words and numbers, a mixed method design has been employed. To collect the data, a modified questionnaire of SILL, score recording, and interviews are used. The findings show that compensation strategies (M=3,48) are the most frequently used strategies employed by all learners. Meanwhile differences in the strategies used by the high and low achievers in speaking are found in terms of the frequency of use, strategy category, and varieties of strategy. The similarity between a study conducted by Rachmawati (2013) and this study is the measured variables. While the difference is the research design.

Then, a study from Chand (2013), *Language learning strategy use and its impact on proficiency in academic writing of tertiary students*. It was aimed at examining the correlation between strategy preferences and proficiency in academic writing. There were 88 undergraduate students taking English for Specific Purposes. The results showed that there was a weak positive correlation between students' language learning strategies

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and their academic language. It was suggested for further research into LLS of Fiji students with a larger sample size and from institutions at all levels: primary, secondary and tertiary. The similarity between the study from Chand (2013) with this study is the used instrument and also a research question which is investigation on students' language learning strategies while the difference is the variable analyzed.

Then, a study by Purwningsih (2018), *Language Learning Strategies in Learning Speaking*. This research has two objectives, namely to know the language learning strategies used by FKIP English Education students UNTAN semester 3 in learning to speak English, knows the frequency of using strategies language learning used by 3rd semester students of FKIP UNTAN English Education learn to speak English, and provide suggestions for improving strategy use language learning to students who have a high level of use of language learning strategies still low. In accordance with the research objectives, this study shows that the use of strategies English learning by students is at the medium level. The similarity between a study by Purwaningsih (2018) and this study is the measured variables while the difference is the objective of the study.

Next, a study brought by Sahragard et al., (2014), *Field of study, learning styles, and language learning strategies of university students: are there any relations?*. This study was aimed at investigating the possible relationships between field of study, learning style preferences, and language learning strategies among university students majoring in the



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fields of arts and humanities, science, engineering, social sciences, and English as a foreign language. The result showed that there was no relationship between students' field of study and their learning style, while there was a significant relationship between the students' choice of language learning strategies and their field of study as well as it was revealed the significant relationship between their learning style and language learning strategies. The writers suggested for further research that it was required to find any achievable association between students' academic disciplines and their language learning styles and strategies in other areas of study and educational levels in order to mould more light on these areas and cover the method for language teaching and curriculum development nationally and globally. The similarity between a study from Sahragard et al., (2014) and this study is the used instrument for language learning strategies. However, the difference is the research design.

After that, a study conducted by Shousha (2018), *Motivational Strategies and Student Motivation in an EFL Saudi Context*. The aim of this study was investigating the perceptions of teachers and students as regards to ten motivational strategies (MSs) proposed by Dornyei & Csizer (1998) for motivating learners. The result showed that the students and teachers have different insights of some motivational strategies particularly those that are culture – dependent. It was suggested by the writer that it was very important for the teachers to care about their motivational strategies toward students to increase their motivation and



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self confidence. The similarity between the study for Shousha (2018) and this study is the instrument used and a research question, while the difference is the research design.

Then, a study by Nugroho and Mayda (2015), *Motivational Strategies in Teaching English as Foreign Language: A Case Study in Junior High School 7 Kuningan*. This research aimed at analyzing motivational strategies in teaching English as foreign language at 7th grade of Junior High School 7 Kuningan and to analyze students' attitudes towards motivational strategies that were applied by teachers in teaching EFL. The results showed that three teachers in that school applied motivational strategies seen from the positive response from the interview with the students. The similarities a study from Nugroho and Mayda with this study is the variable measured while the difference is the research design.

Moreover, a study by Gani et al., (2015) entitled *Students' Learning Strategies for Developing Speaking Ability*. This study was aimed at studying the learning strategies used by both low and high performance speaking students in developing their speaking skills as well as the differences between their learning strategies. The population of the study was the second year students which only 16 students were taken as samples based on their speaking achievements marked by the teacher. The results showed that the students with high speaking performances used all kinds of language learning strategies more appropriately than those who



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had low speaking performances. It was suggested for the students to be more aware of their language learning strategies more consciously, purposefully, and frequently to be more successful in developing their speaking skills. The similarity between the study from Gani et al., (2015) and this study was the variable measured while the difference was on the used instruments.

Next, a study from Cucinotta (2018), *Teachers' Perception of Motivational Strategies in the Language Classroom An Empirical Study on Italian FL and L2 Teachers*. The study was aimed at exploring the perception about motivational strategies among Italian teachers. The participants were 101 language teachers (81 females, 20 males), working in a range of different contexts. Results confirm the importance of promoting a pleasant and supportive classroom atmosphere and reinforce the idea that interpersonal relationships and positive classroom climate are generally regarded as cross-cultural factors that deeply influence learners' motivation. The study from Cucinotta (2018) was similar to this study in terms of the used instrument.

Furthermore, a study from Mali (2017), *Motivational Teaching Strategies in Indonesian EFL Writing Classrooms*. It aimed at exploring motivational teaching strategies employed in English as a foreign language (EFL) writing classrooms and designs a sample of lesson plans elaborating the strategies that were reflected from open-ended questionnaires of sixty-five first-year students at English Language Education Program in a



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private university in Indonesia. Sixty-five freshmen from three of five EFL writing classes held in the first semester, academic year 2015/2016 at English Language Education Program of a private university in Indonesia were chosen as participants in this study. The results showed that teachers used some motivational strategies in writing class. The study suggested to conduct the same study in bigger group of participants. The similarity between the study from Mali and this study was the reaserch question.

Then, another study conducted by McEown & Takeuchi (2012), *Motivational strategies in EFL classrooms: how do teachers impact students' motivation*. This study was aimed at examining the changes in the effectiveness of motivational strategy use by teachers during one semester in the English as a foreign language (EFL) classrooms. The participants in this study were a tutor and 222 students from five language classes at a Japanese university. The results showed that MS research requires the investigation of dynamic perspectives and situation specific motives that only become apparent in the actual classroom settings. The similarity between the study from McEown & Takeuchi and this study was the original concept used about motivational strategies by Cheng and Dornyei (2007).

Then, a study by Koran (2015). *Motivational Strategies in EFL Classrooms and their Feasibility in Iraqi Context*. This study was proposed at exploring researches and theories concerning EFL/ESL learners' motivation. Many researches conducted about how motivational



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strategies play important roles in increasing students' motivation to learn.

The conclusion of the study showed that it is the teachers' job to foster students' motivation to learn by generating strategies. To arouse the interest of the students to study the language, teachers should conduct the needs analysis to find out why they need to learn the language and talk about pragmatic gains and integrative values that the knowledge of the target language can bring about.

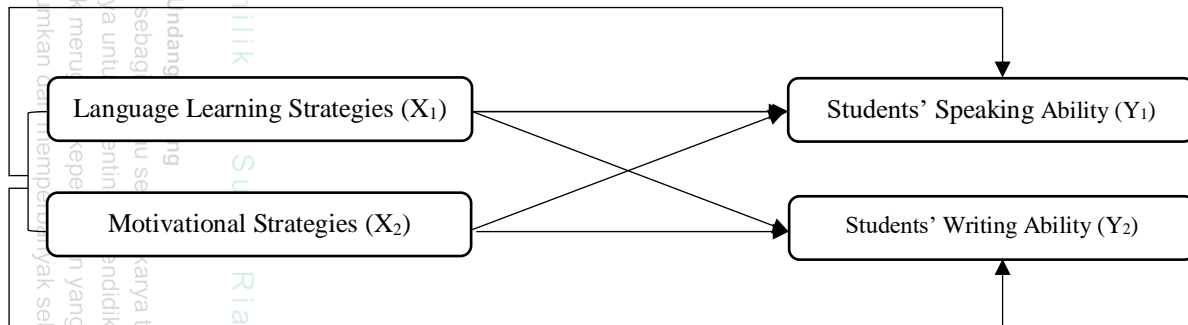
Finally, a study from Safdari (2018), *Iranian EFL Learners' Perception of the Importance and Frequency of Teachers' Motivational Strategies*. The aim of this study was to study the perception of Iranian EFL learners of the importance and frequency of their teachers' motivational strategies. 168 students were invited to be the samples. The data was collected by using an adapted questionnaire from Cheng and Dornyei (2007), consisting of 48 items. The instrument was divided into two distinctive parts about the importance and frequency of the teacher's motivational strategies. The result showed that the learners' views were in comparative agreement with the real application of the strategies by the teachers.

2.15 Operational Concepts and Indicators

The operational concept is a concept that is used in accordance with literature reviewed. In order to avoid misunderstanding in carrying out this study, it is necessary to determine clearly the variables which were investigated in this study. There were four variables in this study, two



variables were independent variables; language learning strategies and motivational strategies while the other two were dependent variables; students' speaking and writing ability. The illustration can be seen as follow:



2.7.1 Indicators of Language Learning Strategies

Oxford (1990) stated that language learning strategies are divided into two; Direct Strategies include direct learning and need mental processing of the language, and Indirect Strategies which support learning indirectly but are powerful to learning process.

a. Direct Strategies consist of:

- 1) Memory Strategies: Students' ability in storing and retrieving new information, such as; creating mental linkages, applying images and sound, reviewing well, and employing action
- 2) Cognitive Strategies: Students' ability in understanding and producing new language, such as; practicing, receiving and sending messages, analyzing and reasoning and creating structure for input and output



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- 3) Compensation Strategies: Students' ability in overcoming knowledge limitations in all four skills such as guessing intelligently and overcoming limitations in speaking and writing
- b. Indirect Strategies consist of:
 - 1) Metacognitive Strategies: Students' ability in coordinating their own learning process, such as: centering their learning, arranging and planning their learning and evaluating their learning
 - 2) Affective Strategies: Students' ability in dealing with their own emotions, motivation, and attitudes, such as lowering anxiety, self-rewards, self-encouragement
 - 3) Social Strategies: Students' ability in learning the language through interactions with native speakers or the target language, such as asking questions, cooperating with peers and improving cultural understanding.

2.7.2 Indicators of Motivational Strategies

Some indicators of motivational strategies applied by the teachers which were from students' perspectives were stated by Cheng and Dornyei (2007) such as:

- a. Teachers' ability in having proper teacher behaviour
- b. Teachers' ability in recognising students' effort
- c. Teachers' ability in promoting learners' self-confidence



- d. Teachers' ability in creating a pleasant classroom climate
- e. Teachers' ability in presenting tasks properly
- f. Teachers' ability in increasing learners' goal-orientedness
- g. Teachers' ability in making the learning tasks stimulating
- h. Teachers' ability in familiarising learners with L2-related values
- i. Teachers' ability in promoting group cohesiveness and group norms
- j. Teachers' ability in promoting learner autonomy

2.7.3 Indicators of Students' Productive Skills

- a. Indicators for Speaking ability:

Harris (1974) said that speaking is a complex skills required the simultaneous use of a number different abilities which often develop at different rates. Either for or five component are generally recognized in analyses of the speech process:

- 1) Student's ability in mastering pronunciation (including the segmental features vowels and consonants and the stress and intonation patterns)
- 2) Students' ability in mastering grammar
- 3) Students' ability in mastering vocabulary
- 4) Students' ability in mastering fluency (the ease and speed of the flow of speech)

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5) Students' ability in mastering comprehension, for oral communication certainly requires a subject to respond to speech as well as to initiate it)

b. Indicators for writing ability:

Even though the writing process has been examined in many dissimilar ways, most teachers would probably approve in recognizing at least the following five general components mentioned by Harris (1974) as follows:

- 1) Student's ability in mastering the substance of the writing; the ideas expressed (content)
- 2) Student's ability in mastering the organization of the context (form)
- 3) Student's ability in mastering the employment of grammatical forms and syntactic patterns (grammar)
- 4) Student's ability in mastering the choice of structures and lexical items to give a particular tone or flavor to the writing (style)
- 5) Student's ability in mastering the use of the graphic conventions of the language (mechanics)

2.16 Assumptions and Hypotheses

Based on the phenomena found at school regarding to the students' productive skills, it is necessary to state assumptions as well as hypotheses.



2.8.1 Assumptions

It is assumed that language learning and motivational strategies can influence students' productive skills both on their speaking and writing skill.

2.8.2 Hypotheses

In this study, some hypotheses can be stated as follows:

Hypothesis 1:

H₀₁ : There is no significant influence of language learning strategies on students' speaking ability at SMA Babussalam Pekanbaru

H_{a1} : There is a significant influence of language learning strategies on students' speaking ability at SMA Babussalam Pekanbaru.

Hypothesis 2:

H₀₂ : There is no significant influence of language learning strategies on students' writing ability at SMA Babussalam Pekanbaru

H_{a2} : There is a significant influence of language learning strategies on students' writing ability at SMA Babussalam Pekanbaru

Hypothesis 3:

H₀₃ : There is no significant influence of motivational strategies on students' speaking ability at SMA Babussalam Pekanbaru

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H_{a3} : There is a significant influence of motivational strategies on students' speaking ability at SMA Babussalam Pekanbaru

Hypothesis 4:

H₀₄ : There is no significant influence of motivational strategies on students' writing ability at SMA Babussalam Pekanbaru

H_{a4} : There is a significant influence of motivational strategies on students' writing ability at SMA Babussalam Pekanbaru

Hypothesis 5:

H₀₅ : There is no significant influence of language learning and motivational strategies on students' speaking ability at SMA Babussalam Pekanbaru

H_{a5} : There is a significant influence of language learning and motivational strategies on students' speaking ability at SMA Babussalam Pekanbaru

Hypothesis 6:

H₀₆ : There is no significant influence of language learning and motivational strategies on students' writing ability at SMA Babussalam Pekanbaru

H_{a6} : There is a significant influence of language learning and motivational strategies on students' writing ability at SMA Babussalam Pekanbaru

CHAPTER III

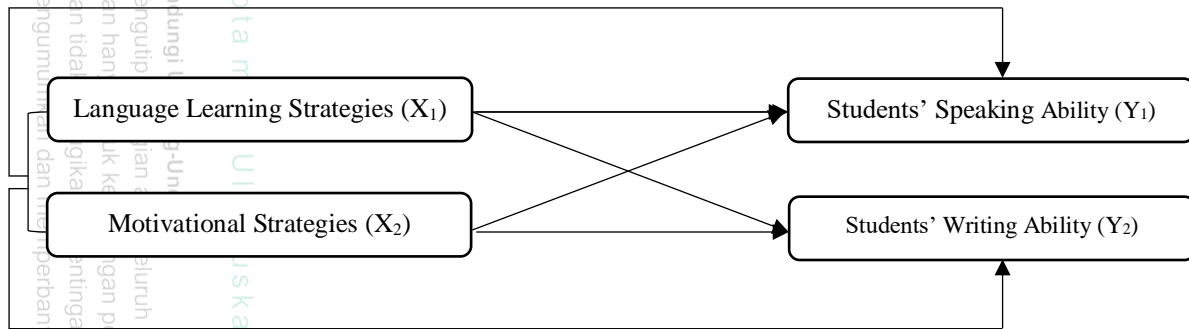
RESEARCH METHODOLOGY

3.1 Research Design

In order to comprehend the influence of two different factors affecting students' speaking and writing ability, a quantitative research was used. It was used to examine language learning and motivational strategies that were assumed to be able to influence the speaking and writing ability of students' at SMA Babussalam Pekanbaru. This study was also considered as a correlational research. According to Gay (2000) in Husni (2017) "Correlational research involves collecting data in order to determine, whether, and to what degree, a relationship exists between two or more quantifiable variables". Zulhidah (2013) also stated that correlational research examines a variety of factors, containing the nature of connection among two or more variables and also theoretical types that might be improved and examined to enlighten subsequent correlations.

There were four variables in this study. Language learning (X_1) and motivational strategies (X_2) were independent variables. The independent variables are variables that influence or become factors of how dependent variables may exist (Sugiyono, 2017). While students' speaking ability (Y_1) and Students' writing ability (Y_2) were dependent variables in the study. The relationship among the variables is illustrated in the following figure:

Figure 3.1 The Relationship Among Variables



(Sugiyono, 2017)

3.2 Place and Time of the Research

This study was conducted at SMA Babussalam Pekanbaru which is located at 62 HR. Subrantas Street Pekanbaru, Riau. The data of the study was taken from January 2020 until June 2020.

3.3 Population and Sample

The population of this study was the second grade students of SMA Babussalam Pekanbaru in academic year of 2019/2020. Kumar (2011) explained that “The class, families living in the city or electorates from which you select your sample are called population or study population and are usually denoted by the letter N”. The total number of the population was 107 students who were in the second semester. There were four classes consisting around 25 students per each class. So, it was

50% of each class taken to be the sample. Here is the table of population of the second grade students at SMA Babussalam Pekanbaru:

Table 3.1 Population of the Second Grade Students at SMA Babussalam Pekanbaru

Classes	Total of Students	Number of Sample
XI IA 1	27	14
XI IA 1	27	14
XI IA 3	26	13
XI IS 1	26	13
Total	107	54

In order to minimize the number of the population, the sample of the study needed to be taken. Darmadi (2014) stated that sample is a part of number and characteristic that belong to the population. In choosing the sample of this study, the researcher used purposive random sampling. Kumar (2011) explained that “ the primary consideration in purposive sampling is your judgement as to who can provide the best information to achieve the objectives of your study”.

Since the population was at the same level of study, it was considered that they were homogenous based on their characteristics. They had average age from 16 to 17 years old and they were taught by the same teacher at school with the same curriculum as well. Based on Sukardi (2003:59); Arikunto (2009) in Darmadi (2014), choosing the sample from the number of population over 100, it is required to take sample of 10%, 15%, 20%, 30% or more, but if the number of population is less than 100,

all population is taken as the sample. The greater the number of the sample, the least the mistake of the data distribution. Among 107 students of second grade of SMA Babussalam, the researcher took 50% of those to be the sample, which was 54 of them are the sample. Because the data was taken online, the researcher did the following steps:

- a. Sending the links of the instruments to the group of the students via whatsapp application
- b. The chosen students were asked to fill the instruments and did the tests

3.4 Data Collection Technique

There were four different instruments used in this study to collect the data. For two independent variables; language learning strategies (X_1) and motivational strategies (X_2), both of them were measured by using two kinds of questionnaires. However, the dependent variable, students' productive skills (Y), were taken separately by using two kinds of tests, a speaking and writing test.

3.4.1 Language Learning Strategies

To know the language learning strategies of the students, SILL (Strategy Inventory for Language Learning) ESL/EFL version 7.0 by Oxford questionnaire consisting of 50 items was adapted and then distributed to the students. Bessai (2018) explained more about SILL questionnaire by Oxford, "The SILL is organized into six strategy groups, which are categorized according to Oxford's original

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identification and classification system as follows: Part A (Memory Strategies), Part B (Cognitive Strategies), Part C (Compensation Strategies), Part D (Metacognitive Strategies), Part E (Affective Strategies) and Part F (Social Strategies). Oxford's SILL consists of four sections: the questionnaire, answer sheet, a result profile sheet, and a strategy classification description sheet. However, in this study, the students were given just the questionnaire and the answer sheet.

The students needed to reflect each item (strategy) and rate them on a five-level Likert's scale. SILL Likert's scale consists of : (1) Never true of me (2) Usually not true of me (3) Somewhat true of me (4) Usually true of me (5) Always true of me. It was considered that the Likert's scale statement used by SILL questionnaire was quite difficult to understand by the students, so in this study, the options were changed into: (1) Never (2) Seldom (3) Sometimes (4) Usually (5) Always, and every item on the questionnaire was translated into Indonesian.

Moreover, since all items in the questionnaire were still general and in order to avoid misunderstanding, all items on the questionnaire were modified to the learning of speaking and writing only (See appendix 1). The following table is the blue print of the SILL questionnaire:

Table 3.2 The Blue Print of SILL Questionnaire

No	The Strategies	Item Number
1	Part A: Memory Strategies	1,2,3,4,5,6,7,8,9
2	Part B: Cognitive Strategies	10,11,12,13,14,15,16,17,18,19,20,21,22,23
3	Part C: Compensation Strategies	24,25,26,27,28,29
4	Part D: Metacognitive Strategies	30,31,32,33,34,35,36,37,38
5	Part E: Affective Strategies	39,40,41,42,43,44
6	Part F: Social Strategies	45,46,47,48,49,50

3.4.2 Motivational Strategies

The instrument for finding out the students' motivational strategies was a questionnaire that was adapted from Cheng and Dornyei (2007). It consisted of two distinct parts; the first part focused on the importance of motivational strategies and include 48 items each representing a strategy. It contained six response options ('not important' → 'very important'), the second part described degrees of frequency with the same number of items corresponding the same strategies ('hardly ever' → 'very often'). In this study, the researcher only used the second part of the questionnaire which focused on the frequency of the motivational strategies and was translated to Indonesian in order to avoid misinterpretation by the students.

It was also considered important to adjust every item on the questionnaire into the learning of speaking and writing in the

classroom (See Appendix 2). The blue print of the questionnaire is distributed as follows:

Table 3.3 The Blue Print of Motivational Strategies Questionnaire

No	Indicators	Item Number
1	Proper teacher behaviour	2,17,23,40,47
2	Recognize students' effort	8,15,42,46
3	Promote learners' self-confidence	11,33,28,34,36
4	Creating a pleasant classroom climate	1,21,30,41
5	Present tasks properly	6,25
6	Increase learners' goal-orientedness	10,20,26,31
7	Make the learning tasks stimulating	13,18,25,27,43,45
8	Familiarize learners with L2-related values	4,7,9,19,32,38,39
9	Promote group cohesiveness and group norms	3,5,16,35,44
10	Promote learner autonomy	14,22,24,29,37,48

3.4.3 Students' Speaking and Writing Ability

The data taken to measure students' speaking and writing ability were two administered tests. Based on the curriculum used at SMA Babussalam, 2013 curriculum, the material that was used by the students was about recount text (See Appendix 3).

The students were asked to tell about their past experiences both in spoken and written form by giving them some optional topics. Their tests were both measured by giving them scores related to speaking and writing aspects proposed by Harris (1974). The following table is the topics for students' productive skills.

Table 3.4 The Topic for The Tests

No	Test	Topics
1.	Speaking Test	<ul style="list-style-type: none"> - The first day moving to dormitory - The proudest moment in my life - My unforgettable childhood memories - Free topic
2.	Writing Test	<ul style="list-style-type: none"> - The biggest loss that I have ever experienced - My trip to ... - A special moment with my best friend - Free topic

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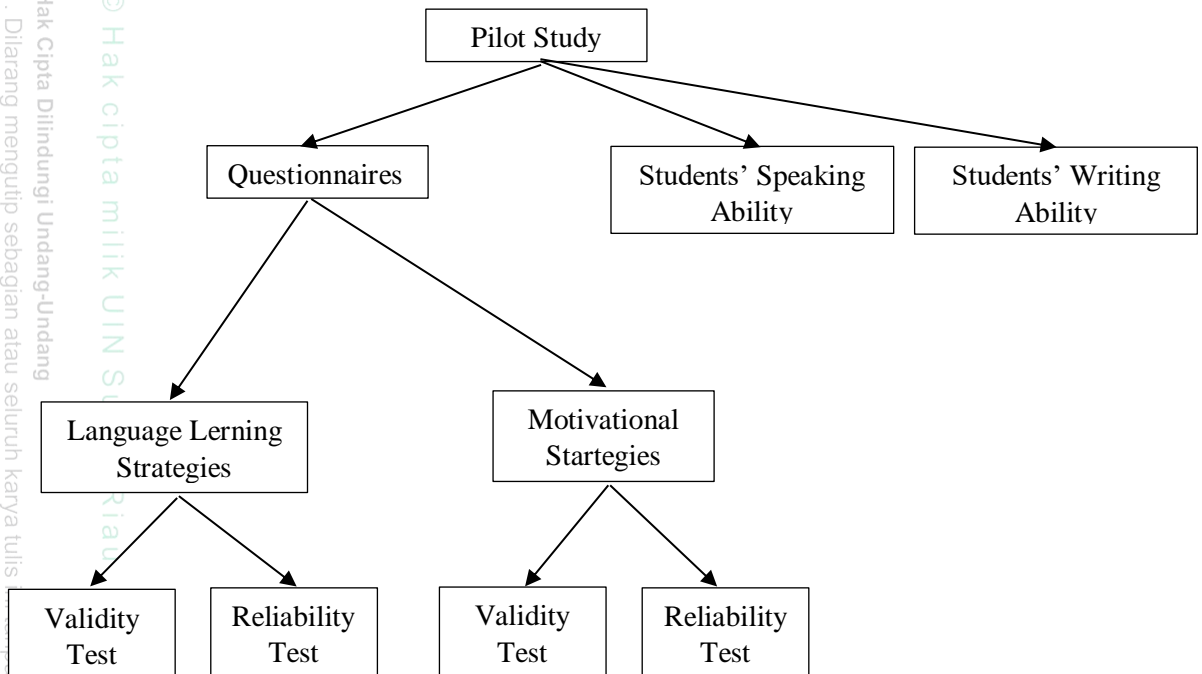
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3.5 Pilot Study

Before the test was administered to the sample of the study, it was very necessary for the researcher to distribute a test which was already valid and reliable. So, there was a pilot test in order to try out the instruments used to collect the data, in this case, the instruments were two questionnaires and two different tests of speaking and writing skill. Although the questionnaires were already considered valid and reliable by the previous studies, it was still necessary to do the pilot test since the result of this study might be different to other studies due to the different context and sample of the study as well.

In this study, 15 students who were not the sample were chosen in order to do the tests. The procedures of the pilot study are presented in the following figure:

Figure 3.2 The Procedures of Pilot Study



3.5.1 Validity

According to Harris (1974), three qualities; validity, reliability and practicality, are entirely owned by a good test. It means that any test used by the test givers must be suitable in terms of purposes, dependable in the evidence it provides and applicable to certain condition. Gronlund (1998) in Brown (2004) also mentioned that “the extent to which inferences made from assessment results are appropriate, meaningful and useful in terms of the purpose of the assessment”.

Before the instruments were carried out to the sample of the study, it was very necessary to obtain the validity of the instrument. 15

students whom were not the sample were asked to fill out two instruments; language learning and motivational strategies. Based on the try out which was conducted to the students, the validity of the instruments could be seen in the following table:

Table 3.5 Validity Test of Language Learning Strategies

Language Learning Strategies			
Item	Pearson Correlation	Sig. (2-tailed)	Description
Q1	.715**	0.003	VALID
Q2	.611*	0.015	VALID
Q3	.660**	0.007	VALID
Q4	0.443	0.099	INVALID
Q5	.780**	0.001	VALID
Q6	.544*	0.036	VALID
Q7	.876**	0.000	VALID
Q8	.738**	0.002	VALID
Q9	0.367	0.178	INVALID
Q10	.613*	0.015	VALID
Q11	.854**	0.000	VALID
Q12	.675**	0.006	VALID
Q13	.601*	0.018	VALID
Q14	.754**	0.001	VALID
Q15	0.459	0.085	INVALID
Q16	.673**	0.006	VALID
Q17	.821**	0.000	VALID
Q18	.658**	0.008	VALID
Q19	.779**	0.001	VALID
Q20	.690**	0.004	VALID
Q21	.757**	0.001	VALID

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Q22	.688**	0.005	VALID
Q23	0.406	0.133	INVALID
Q24	.517*	0.049	VALID
Q25	.547*	0.035	VALID
Q26	.559*	0.030	VALID
Q27	0.484	0.067	INVALID
Q28	.727**	0.002	VALID
Q29	.563*	0.029	VALID
Q30	.882**	0.000	VALID
Q31	.738**	0.002	VALID
Q32	.621*	0.013	VALID
Q33	.581*	0.023	VALID
Q34	.722**	0.002	VALID
Q35	.738**	0.002	VALID
Q36	.770**	0.001	VALID
Q37	.679**	0.005	VALID
Q38	.837**	0.000	VALID
Q39	.672**	0.006	VALID
Q40	.702**	0.004	VALID
Q41	.642**	0.010	VALID
Q42	0.466	0.080	INVALID
Q43	.582*	0.023	VALID
Q44	.656**	0.008	VALID
Q45	0.482	0.069	INVALID
Q46	.553*	0.032	VALID
Q47	.661**	0.007	VALID
Q48	.607*	0.016	VALID
Q49	.819**	0.000	VALID
Q50	.676**	0.006	VALID

Table 3.5 shows the validity test result of language learning strategies instrument. There were 43 of 50 items which was considered as valid items. Meanwhile, the invalid items were Q4, Q9, Q15, Q23, Q27, Q42 and Q45. Those items were deleted from the questionnaire, and only valid items were distributed to the sample of the study.

Table 3.6 Validity Test of Motivational Strategies

Item	Motivational Strategies		Description
	Pearson Correlation	Sig. (2-tailed)	
Q1	.669**	0.006	VALID
Q2	0.480	0.070	INVALID
Q3	.878**	0.000	VALID
Q4	.818**	0.000	VALID
Q5	.669**	0.006	VALID
Q6	.568*	0.027	VALID
Q7	.870**	0.000	VALID
Q8	.812**	0.000	VALID
Q9	.633*	0.011	VALID
Q10	.636*	0.011	VALID
Q11	.724**	0.002	VALID
Q12	.744**	0.001	VALID
Q13	.819**	0.000	VALID
Q14	.875**	0.000	VALID
Q15	.676**	0.006	VALID
Q16	.554*	0.032	VALID
Q17	.657**	0.008	VALID
Q18	0.210	0.452	INVALID

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Q19	.631*	0.012	VALID
Q20	.801**	0.000	VALID
Q21	.639*	0.010	VALID
Q22	.883**	0.000	VALID
Q23	0.282	0.309	INVALID
Q24	.529*	0.043	VALID
Q25	.811**	0.000	VALID
Q26	.711**	0.003	VALID
Q27	.752**	0.001	VALID
Q28	.759**	0.001	VALID
Q29	.754**	0.001	VALID
Q30	.798**	0.000	VALID
Q31	.676**	0.006	VALID
Q32	0.505	0.055	INVALID
Q33	0.503	0.056	INVALID
Q34	0.393	0.148	INVALID
Q35	.721**	0.002	VALID
Q36	.664**	0.007	VALID
Q37	0.497	0.059	INVALID
Q38	.577*	0.024	VALID
Q39	.620*	0.014	VALID
Q40	.722**	0.002	VALID
Q41	-0.077	0.784	INVALID
Q42	0.378	0.165	INVALID
Q43	.565*	0.028	VALID
Q44	.877**	0.000	VALID
Q45	0.453	0.090	INVALID
Q46	.622*	0.013	VALID
Q47	0.278	0.315	INVALID
Q48	.768**	0.001	VALID

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Table 3.6 presents the validity test result of motivational strategies instrument. There were 37 of 48 items which was considered as valid items. Meanwhile, the invalid items were Q2, Q18, Q23, Q32, Q33, Q34, Q37, Q41, Q42, Q45 and Q47. Those items were deleted from the questionnaire, and only valid items were distributed to the sample of the study.

3.5.2 Reliability

Besides validity, a good test should also be considered reliable. Harris (1974) said that “By reliability is meant the stability of test scores. A test can not measure anything well unless it measures consistently”. Kumar (2011) also said that “The concept of reliability in relation to a research instrument has a similar meaning: if a research tool is consistent and stable, hence predictable and accurate, it is said to be reliable. The greater the degree of consistency and stability in an instrument, the greater its reliability”. A prior test was taken by students who were not the sample of this study.

In other words reliable shows the consistency of a measuring device inside measuring the same symptoms. The following table is the level of internal consistency of Cronbach Alpha:

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The Level of Internal Consistency Cronbach Alpha	Internal Consistency
$\alpha \geq .9$	Excellent
$.9 > \alpha \geq .8$	Good
$.8 > \alpha \geq .7$	Acceptable
$.7 > \alpha \geq .6$	Questionable
$.6 > \alpha \geq .5$	Poor
$.5 > \alpha$	Unacceptable

Table 3.7 The Level of Internal Consistency

Table 3.8 Reliability Test of Language Learning Strategies

Reliability Statistics	
Cronbach's Alpha	N of Items
.971	50

Table 3.8 indicates the value of Cronbach Alpha for language learning strategies instrument is 0.971 with total items is 50. The realibility of the instrument is categorized “Excellent”. Therefore, this test is considered reliable to collect the data of students’ language learning strategies.

Table 3.9 Reliability Test of Motivational Strategies

Reliability Statistics	
Cronbach's Alpha	N of Items
.966	48

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Table 3.9 shows the value of Cronbach Alpha for motivational strategies instrument is 0.966 with total items is 48. The realibility of the instrument is categorized “Excellent”. Therefore, this test is considered reliable to collect the data of motivational strategies used by the teacher

Data Analysis Technique

It was very important to analyze the collected data to find out the results of the study. In this study, inferential analysis was used to analyze the data. According to Creswell (2014), “Descriptive analysis of data for variables in a study includes describing the results through means, standard deviations, and range of scores. While Inferential questions or hypotheses relate variables or compare groups in terms of variables so that inferences can be drawn from the sample to a population”.

In inferential analysis, the researcher analyzed the influence of language learning strategies on students’ speaking ability, the influence of language learning strategies on students’ writing ability, the influence of motivational strategies on students’ speaking ability, the influence of motivational strategies on students’ writing ability, the influence of language learning and motivational strategies on students’ speaking ability and the influence of language learning and motivational strategies on students’ writing ability. The following table is the data description that was analyzed in this study:

Table 3.10 Description of Data Analysis Technique

Independent Variable(X)	Dependent Variable (Y)	Statistical Test
Language Learning Strategies	Students' Speaking Ability	Simple Regression
Language Learning Strategies	Students' Writing Ability	Simple Regression
Motivational Strategies	Students' Speaking Ability	Simple Regression
Motivational Strategies	Students' Writing Ability	Simple Regression
Language Learning Strategies and Motivational Strategies	Students' Speaking Ability	Multiple Regression
Language Learning Strategies and Motivational Strategies	Students' Writing Ability	Multiple Regression

For both simple and multiple regression, they were analyzed by using SPSS 25. The interpretation of correlation coefficient by Sugiyono (2017) was used to determine the correlation between variables. Here is the classification of correlation coefficient:

Table 3.11 Classification of Correlation Coefficient

The Interval of Coefficient	Interpretation
0,00-0,199	Very Low
0,20-0,399	Low
0,40-0,599	Mediocre
0,60-0,799	High
0,80-1,000	Very High

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS

5.1 Conclusions

After analyzing the data of this study, some conclusions were drawn. There were some positive and negative influences among language learning strategies, motivational strategies and students' speaking and writing ability at SMA Babussalam Pekanbaru. First, it was shown that H_{a1} was accepted whereas language learning strategies gave positive influence on students' speaking ability at SMA Babussalam Pekanbaru.

Then, language learning strategies gave negative influence on students' writing ability at SMA Babussalam Pekanbaru. It was seen from the significance value of 0.082 which was bigger than 0.05. From the data presentation results, the highest mean score among six strategies from second year students at SMA Babussalam Pekanbaru was cognitive strategies which consist of practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output.

Next, for the third hypothesis, it was found out that motivational strategies gave positive influence on students' speaking ability at SMA Babussalam Pekanbaru. The teachers play important roles in helping students to increase their motivation to learn at school. Furthermore, after analyzing the data, it was found out that motivational strategies gave negative influence on students' speaking ability at SMA Babussalam

Pekanbaru. The significance value was 0.607 and the relationship between two variables was on 'very low' level.

Although the results showed that motivational strategies had no significant influence on students' writing ability, there were still some studies proved that students' performance in the class might be improved as if they were motivated. Moreover, language learning and motivational strategies gave positif influence on students' speaking ability, but language learning and motivational strategies gave negative influence on students' writing ability.

5.2

Recommendations

Based on the results of this study, there are some suggestions were proposed primarily to the students, English teachers and further researchers. First, it would be better for the students to know and to be familiar with their own language learning strategies. Since it will be very helpful for them in learning the new language. Every student has different ways of learning and needs. One strategy may not work for some students. Moreover, the students also need to practice their abilities in English, especially their productive skills because the two skills are seemed more applicable in producing the language.

Secondly, in line with the previous recommendation, the teachers should also be aware of their students' language learning strategies. Before the lesson begins, it is a good idea for the teachers to find out every student's language learning strategies so that the teachers can improvise

their method of teaching. In addition, motivational strategies used by teachers in the classroom are also important. The teachers should combine their teaching by giving the students motivation in order to make the students engaged and motivated in learning the language. The teachers still need to make important adjustment on the strategies discussed in this study to make them work based on to their classroom contexts.

Thirdly, for further reseachers, it is recommended to conduct a study in defferent context of learning and circumstances. Since the number of the participant of this study was not really big, a future studies with a large number of participants are strongly preferred with many teachers involved.

5.3 Implications

Based on the result of the study, some implications could be drawn. Ragarding to many theories as what have been mentioned about how language learning and motivational startegies might be influential for students' language learning, it is necessary for the teachers to observe previously about students' language learning strategies. Every student in the class has different needs in achieving learning goals. It would be helpful for the students if they get different method of learning served by their teacher.

Besides, motivational strategies applied by the teacher might run together with learning strategies possessed by the students. During the learning process, after the teachers knows about students' language learning strategies, it is better for them to use motivational strategies to support and enhance students' motivation to learn.



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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Appendix 1

KUESIONER TENTANG STRATEGI PEMBELAJARAN BAHASA

Dear participant,

This instrument was a translated version and was adapted from English version of Oxford (1990). It aims at finding information about your language learning strategies. This instrument is given as the main data that will be analyzed for completing the thesis of the researcher at post graduate program of UIN Suska Riau. All given data will remain confidential and will be used for this research purpose only. Thank you

Sincerely,

Researcher

Peserta yang terhormat,

Instrumen ini adalah versi terjemahan dan diadaptasi dari versi Bahasa Inggris oleh Oxford (1990). Instrumen penelitian ini bertujuan untuk mencari informasi tentang strategi pembelajaran bahasa anda. Instrumen ini diberikan sebagai data utama yang akan dianalisis untuk menyelesaikan tesis peneliti di program pascasarjana UIN Suska Riau. Semua data yang diberikan bersifat rahasia dan akan digunakan untuk tujuan penelitian ini saja. Terima kasih

Hormat kami,

Peneliti

A. Instructions (*Instruksi*):

1. Please read the questionnaire below!
(*Silakan baca kuesioner di bawah ini!*)
2. Put a tick (✓) or circle the number on the space provided below based on your answers which are stated in the option given in this questionnaire.
(*Beri tanda centang (✓) atau lingkari angka di tempat yang disediakan di bawah ini berdasarkan jawaban anda yang dinyatakan dalam opsi yang diberikan dalam kuesioner ini*)
3. Do it by yourself, it will not influence your grade.



(Lakukan sendiri, ini tidak akan mempengaruhi nilai anda).

Hak Cipta Dilindungi Undang-Undang
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2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

B. Identity (*Identitas*):

1. Age (*usia*) : _____
2. Semester (*semester*) : _____
3. Gender (*jenis kelamin*) : ☐ male (*pria*) ☐ female (*wanita*)
4. Father's job I (*pekerjaan ayah*) :

- a. Civil Servant (*PNS*) ☐
- b. Private Employee (*pegawai swasta*) ☐
- c. Farmer (*petani*) ☐
- d. Merchant (*pedagang*) ☐
- e. Entrepreneur (*pengusaha*) ☐
- f. Other, please mention (*lainnya, tolong sebutkan*) _____

5. Mother's job (*pekerjaan ibu*) :

- a. Civil Servant (*PNS*) ☐
- b. Private Employee (*pegawai swasta*) ☐
- c. Farmer (*petani*) ☐
- d. Merchant (*pedagang*) ☐
- e. Entrepreneur (*pengusaha*) ☐
- f. Other, please mention (*lainnya, tolong sebutkan*) _____

6. How long have you been studying English? (*Sudah berapa lama kamu belajar Bahasa Inggris?*)
7. How do you rate your proficiency in English compared with other students in your class? (*Bagaimana kamu mengukur kemampuanmu dalam Bahasa Inggris jika dibandingkan dengan para siswa di kelasmu?*)

- a. Excellent (*terbaik*) ☐
- b. Good (*baik*) ☐
- c. Fair (*cukup*) ☐
- d. Poor (*lemah*) ☐

C. The Strategies

Part A: Memory Strategies

No.	Strategies	Always (Selalu)	Usually (Biasanya)	Sometimes (Kadang-kadang)	Seldom (Jarang)	Never (Tidak Pernah)
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2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

<p>1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</p>	<p>I think of relationships between what I already know and new things I learn in English especially in speaking and writing acitivity (Saya berfikir tentang hubungan antara apa yang sudah saya ketahui dengan hal-hal baru yang saya pelajari dalam Bahasa Inggris terutama dalam kegiatan berbicara dan menulis)</p>	5	4	3	2	1
	<p>I use new English words in a sentence for speaking and writing so I can remember (Saya menggunakan kosa-kosa kata baru Bahasa Inggris untuk berbicara dan menulis dalam sebuah kalimat sehingga saya bisa mengingatnya)</p>	5	4	3	2	1
	<p>I connect the sound of a new English and an image of the word to help me remember the word when I speak and write in English (Saya menghubungkan bunyi kosa kata baru Bahasa Inggris beserta gambarnya untuk membantu saya mengingat kata tersebut saat saya berbicara dan menulis dalam Bahasa Inggris)</p>	5	4	3	2	1
	<p>I remember a new word by making a mental picture of a situation in which the word might be used in speaking and writing acitivity (Saya mengingat sebuah kata baru dengan membuat gambaran sebuah kejadian dimana kata tersebut mungkin digunakan dalam kegiatan berbicara dan menulis)</p>	5	4	3	2	1



2. Dilarang menggunakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

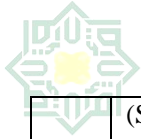
<p>1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</p>	<p>I use rhymes to remember new English words when I speak and write (Saya menggunakan sajak untuk mengingat kosa-kosa kata baru B. Inggris saat saya berbicara dan menulis)</p>	5	4	3	2	1
	<p>I use flashcards to remember new English words in learning speaking and writing (Saya menggunakan kartu untuk mengingat kosa-kosa kata baru Bahasa Inggris dalam pembelajaran berbicara dan menulis)</p>	5	4	3	2	1
	<p>I physically act out new English words in learning speaking and writing (Saya secara fisik memerankan kata-kata Bahasa Inggris yang baru dalam pembelajaran berbicara dan menulis)</p>	5	4	3	2	1
	<p>I review English lessons often especially for speaking and writing activity (Saya sering meninjau pelajaran Bahasa Inggris terutama untuk kegiatan berbicara dan menulis)</p>	5	4	3	2	1
	<p>I remember new English words or phrases in learning speaking and writing by remembering their location on the page, on the board, or on a street sign (Saya mengingat kata-kata atau frasa Bahasa Inggris baru dalam pembelajaran berbicara dan menulis dengan mengingat lokasi mereka di halaman, di papan tulis, atau pada tanda jalan)</p>	5	4	3	2	1



Part B: Cognitive Strategies

No.	Strategies	Always (Selalu)	Usually (Biasanya)	Sometimes (Kadang-kadang)	Seldom (Jarang)	Never (Tidak Pernah)
10	I say or write new English words several times (Saya menyebutkan atau menulis kosa kata baru dalam Bahasa Inggris beberapa kali)	5	4	3	2	1
11	I try to talk and write like native English speakers. (Saya mencoba berbicara dan menulis seperti penutur asli Bahasa Inggris)	5	4	3	2	1
12	I practice the sounds of English. (Saya mempraktikkan bunyi dari Bahasa Inggris)	5	4	3	2	1
13	I use the English words I know for speaking and writing activity in different ways (Saya menggunakan kosa kata Bahasa Inggris yang saya tahu untuk kegiatan berbicara dan menulis dengan cara yang berbeda)	5	4	3	2	1
14	I start conversations in English (Saya memulai perbincangan dalam Bahasa Inggris)	5	4	3	2	1
15	I watch English language TV shows or go to movies spoken in English (Saya menonton program TV berbahasa Inggris atau pergi ke bioskop dalam Bahasa Inggris)	5	4	3	2	1
16	I read for pleasure in English (Saya gemar membaca dalam Bahasa Inggris)	5	4	3	2	1
17	I write notes, messages, letters, or reports in English	5	4	3	2	1

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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	(Saya menulis catatan, pesan, surat atau laopran dalam Bahasa Inggris)					
18	I first skim an English passage (read it quickly) then go back and read carefully (Saya membaca bacaan dalam Bahasa Inggris secara cepat terlebih dahulu kemudian membaca kembali dengan seksama)	5	4	3	2	1
19	I look for words in my own language that are similar to new words in English (Saya mencari kosa kata dalam bahasa asli saya yang memiliki makna serupa dengan kosa kata baru dalam Bahasa Inggris)	5	4	3	2	1
20	I try to find patterns in English (Saya mencoba mencari pola-pola dalam Bahasa Inggris)	5	4	3	2	1
21	I find the meaning of an English word by dividing it into parts that I understand (Saya menemukan makna sebuah kata Bahasa Inggris dengan membaginya dalam bagian-bagian yang saya mengerti)	5	4	3	2	1
22	I try not to translate word-for-word when I speak and write in English (Saya mencoba untuk tidak menerjemahkan kata per kata saat saya berbicara dan menulis dalam Bahasa Inggris)	5	4	3	2	1
23	I make summaries of information that I hear or read in English (Saya membuat kesimpulan dari informasi yang saya dengar atau baca dalam Bahasa Inggris)	5	4	3	2	1



Part C: Compensation Strategies

No.	Strategies	Always (Selalu)	Usually (Biasanya)	Sometimes (Kadang-kadang)	Seldom (Jarang)	Never (Tidak Pernah)
24	To understand unfamiliar English words when I speak and write, I make guesses (Untuk memahami kosa kata dalam Bahasa Inggris yang belum diketahui saat saya berbicara dan menulis, saya membuat tebakan)	5	4	3	2	1
25	When I can't think of a word during a conversation in English, I use gestures (Saat saya tidak bisa memikirkan sebuah kata Bahasa Inggris saat melakukan percakapan, saya menggunakan bahasa tubuh)	5	4	3	2	1
26	I make up new words in speaking and writing if I do not know the right ones in English (Saya mengarang kosa kata baru dalam berbicara dan menulis jika saya tidak mengetahui kata yang tepat dalam Bahasa Inggris)	5	4	3	2	1
27	I read English without looking up every new word (Saya membaca bacaan Bahasa Inggris tanpa mencari setiap kata baru)	5	4	3	2	1
28	I try to guess what the other person will say next in English (Saya mencoba untuk menebak apa yang akan orang lain katakan selanjutnya dalam Bahasa Inggris)	5	4	3	2	1
29	If I can't think of an English word in speaking and writing, I use a word or phrase that means the same thing	5	4	3	2	1

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

(Jika saya tidak bisa memikirkan sebuah kata Bahasa Inggris dalam berbicara dan menulis, saya menggunakan sebuah kata atau frasa yang bermaksa serupa)					
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Part D: Metacognitive Strategies

No.	Strategies	Always (Selalu)	Usually (Biasanya)	Sometimes (Kadang-kadang)	Seldom (Jarang)	Never (Tidak Pernah)
30	I try to find as many ways as I can to use my English for speaking and writing (Saya berusaha menemukan sebanyak mungkin cara untuk menggunakan Bahasa Inggris saya dalam berbicara dan menulis)	5	4	3	2	1
31	I notice my English mistakes and use that information to help me do better for speaking and writing (Saya menyadari kesalahan saya dalam Bahasa Inggris dan menggunakannya untuk membantu saya menjadi lebih baik lagi dalam berbicara dan menulis)	5	4	3	2	1
32	I pay attention when someone is speaking and writing English (Saya memperhatikan ketika seseorang sedang berbicara dan menulis dalam Bahasa Inggris)	5	4	3	2	1
33	I try to find out how to be a better learner of English especially in speaking and writing (Saya berusaha mencari tahu bagaimana cara menjadi seorang pelajar Bahasa Inggris yang lebih baik)	5	4	3	2	1

	terutama dalam berbicara dan menulis)					
34	I plan my schedule so I will have enough time to study English in speaking and writing activity (Saya menyusun jadwal sehingga saya mempunyai waktu yang cukup untuk belajar Bahasa Inggris dalam kegiatan berbicara dan menulis)	5	4	3	2	1
35	I look for people I can talk to in English (Saya mencari orang yang bisa saya ajak untuk berbicara Bahasa Inggris)	5	4	3	2	1
36	I look for opportunities to read as much as possible in English (Saya mencari kesempatan untuk membaca sebanyak mungkin dalam Bahasa Inggris)					
37	I have clear goals for improving my English skills especially speaking and writing skills (Saya mempunyai tujuan jelas untuk meningkatkan kemampuan Bahasa Inggris saya terutama kemampuan berbicara dan menulis)					
38	I think about my progress in learning English especially in learning speaking and writing (Saya memikirkan kemajuan saya dalam mempelajari Bahasa Inggris terutama dalam pembelajaran berbicara dan menulis)					



Part D: Affective Strategies

No.	Strategies	Always (Selalu)	Usually (Biasanya)	Sometimes (Kadang-kadang)	Seldom (Jarang)	Never (Tidak Pernah)
39	I try to relax whenever I feel afraid of using English in speaking and writing (Saya mencoba tenang kapanpun saya merasa takut untuk menggunakan Bahasa Inggris dalam berbicara dan menulis)	5	4	3	2	1
40	I encourage myself to speak and write English even when I am afraid of making a mistake (Saya mendorong diri saya untuk berbicara dan menulis dalam Bahasa Inggris ketika saya takut membuat kesalahan)	5	4	3	2	1
41	I give myself a reward or treat when I do well in English especially when I speak and write (Saya memberi diri saya sendiri hadiah saat saya berhasil dalam Bahasa Inggris terutama ketika saya berbicara dan menulis)	5	4	3	2	1
42	I notice if I am tense or nervous when I am studying or using English in speaking and writing (Saya menyadari jika saya merasa tegang atau gugup saat saya belajar atau menggunakan Bahasa Inggris dalam berbicara dan menulis)	5	4	3	2	1
43	I write down my feelings in a language learning diary (Saya menulis perasaan saya dalam buku harian pembelajaran bahasa)	5	4	3	2	1

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



44	I talk to someone else about how I feel when I am learning English (Saya bercerita dengan seseorang tentang yang saya rasakan saat belajar Bahasa Inggris)	5	4	3	2	1
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Part E: Social Strategies

No.	Strategies	Always (Selalu)	Usually (Biasanya)	Sometimes (Kadang-kadang)	Seldom (Jarang)	Never (Tidak Pernah)
45	If I do not understand something in English, I ask the other person to slow down or to say it again (Jika saya tidak mengerti sesuatu dalam Bahasa Inggris, saya meminta lawan bicara saya untuk berbicara pelan atau mengulangnya kembali)	5	4	3	2	1
46	I ask English teacher to correct me when I talk or write (Saya meminta guru Bahasa Inggris untuk mengoreksi saat saya berbicara atau menulis)	5	4	3	2	1
47	I practice English with other students (Saya mempraktikkan Bahasa Inggris dengan siswa lainnya)	5	4	3	2	1
48	I ask for help from English teachers when I speak or write in English (Saya meminta bantuan guru Bahasa Inggris saat saya berbicara atau menulis dalam Bahasa Inggris)	5	4	3	2	1
49	I ask questions in English (Saya bertanya dalam Bahasa Inggris)	5	4	3	2	1

50	I try to learn about the culture of English speakers (Saya berusaha mempelajari tentang budaya penutur Bahasa Inggris asli)	5	4	3	2	1
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Appendix 2

KUESIONER TENTANG STRATEGI MOTIVASI

Dear participant,

This instrument was a translated version and was adapted from English version of Cheng and Dornyei (2007). It aims at finding information about motivational strategies used by your English teacher/s. This instrument is given as the main data that will be analyzed for completing the thesis of the researcher at post graduate program of UIN Suska Riau. All given data will remain confidential and will be used for this research purpose only. Thank you

Sincerely,

Researcher

Peserta yang terhormat,

Instrumen ini adalah versi terjemahan dan diadaptasi dari versi Bahasa Inggris oleh Cheng dan Dornyei (2007). Instrumen penelitian ini bertujuan untuk mencari informasi tentang strategi motivasi yang digunakan oleh guru mata pelajaran Bahasa Inggris anda. Instrumen ini diberikan sebagai data utama yang akan dianalisis untuk menyelesaikan tesis peneliti di program pascasarjana UIN Suska Riau. Semua data yang diberikan bersifat rahasia dan akan digunakan untuk tujuan penelitian ini saja. Terima kasih

Hormat kami,

Peneliti

A. Instructions (*Instruksi*):

1. Please read the questionnaire below!
(*Silakan baca kuesioner di bawah ini!*)
2. Put a tick (✓) or circle the number on the space provided below based on your answers which are stated in the option given in this questionnaire.



(Beri tanda centang (✓) atau lingkari angka di tempat yang disediakan di bawah ini berdasarkan jawaban anda yang dinyatakan dalam opsi yang diberikan dalam kuesioner ini)

3. Do it by yourself, it will not influence your grade.
(Lakukan sendiri, ini tidak akan mempengaruhi nilai anda).

B. Identity (Identitas):

1. Age (usia) : _____
2. Semester (semester) : _____
3. Gender (jenis kelamin) : ☐ male (pria) ☐ female (wanita)
4. Father's job (pekerjaan ayah) :
 - a. Civil Servant (PNS) ☐
 - b. Private Employee (pegawai swasta) ☐
 - c. Farmer (petani) ☐
 - d. Merchant (pedagang) ☐
 - e. Entrepreneur (pengusaha) ☐
 - f. Other, please mention (lainnya, tolong sebutkan) _____

5. Mother's job (pekerjaan ibu) :
 - a. Civil Servant (PNS) ☐
 - b. Private Employee (pegawai swasta) ☐
 - c. Farmer (petani) ☐
 - d. Merchant (pedagang) ☐
 - e. Entrepreneur (pengusaha) ☐
 - f. Other, please mention (lainnya, tolong sebutkan) _____

6. How long have you been studying English? (Sudah berapa lama kamu belajar Bahasa Inggris?)

7. How do you rate your proficiency in English compared with other students in your class? (Bagaimana kamu mengukur kemampuanmu dalam Bahasa Inggris jika dibandingkan dengan para siswa di kelasmu?)

- a. Excellent (terbaik) ☐
- b. Good (baik) ☐
- c. Fair (cukup) ☐
- d. Poor (lemah) ☐

Hak Cipta Dilindungi Undang-Undang
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2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



C. The Strategies

No	Strategies	Always (Selalu)	Usually (Biasanya)	Sometimes (Kadang-kadang)	Seldom (Jarang)	Never (Tidak Pernah)
1	My teacher brings in and encourages humour in learning speaking and writing English (Guru saya menerapkan dan mengedepankan humor dalam pembelajaran berbicara dan menulis Bahasa Inggris)	5	4	3	2	1
2	My teacher shows me that s/he cares about me especially when I speak or write in English (Guru saya menunjukkan bahwa dia perhatian kepada saya terutama ketika saya berbicara atau menulis dalam Bahasa Inggris)	5	4	3	2	1
3	My teacher allows students to get to know each other in speaking and writing activity (Guru saya membiarkan para siswa untuk saling mengenal satu sama lain dalam kegiatan berbicara dan menulis)	5	4	3	2	1
4	My teacher familiarises students with the cultural background of the target language in learning speaking and writing in English (Guru saya membiasakan siswa-siswa terhadap latar belakang budaya dari Bahasa Inggris dalam pembelajaran berbicara dan menulis dalam Bahasa Inggris)	5	4	3	2	1
5	My teacher explains the importance of the class rules especially in speaking and writing activity (Guru saya menjelaskan pentingnya aturan kelas terutama dalam kegiatan berbicara dan menulis)	5	4	3	2	1

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

6	My teacher gives clear instructions in learning speaking and writing by modelling (Guru saya memberikan instruksi jelas dalam pembelajaran berbicara dan menulis dengan cara mencontohkan)	5	4	3	2	1
7	My teacher invites senior students to share their English learning experiences especially for speaking and writing practices (Guru saya mengundang para siswa senior untuk membagikan pengalaman belajar bahasa Inggris mereka terutama dalam latihan berbicara dan menulis)	5	4	3	2	1
8	My teacher monitors students' progress in speaking and writing activities and celebrate their victory (Guru saya memantau kemajuan para siswa dalam kegiatan berbicara dan menulis dan merayakan keberhasilan mereka)	5	4	3	2	1
9	My teacher reminds students of the benefits of mastering English especially for speaking and writing (Guru saya mengingatkan para siswa tentang manfaat menguasai bahasa Inggris terutama untuk berbicara dan menulis)	5	4	3	2	1
10	My teacher encourages students to set learning goals in learning speaking and writing (Guru saya mendorong para siswa untuk membuat tujuan belajar dalam pembelajaran berbicara dan menulis)	5	4	3	2	1
11	My teacher designs tasks that are within the students' ability in speaking and writing (Guru saya menyusun latihan yang sesuai dengan kemampuan para siswa)	5	4	3	2	1

	dalam berbicara dan menulis)					
12	My teacher introduces various interesting topics in learning speaking and writing (Guru saya mengenalkan berbagai macam topik-topik menarik dalam pembelajaran berbicara dan menulis)	5	4	3	2	1
13	My teacher makes tasks challenging in learning speaking and writing (Guru saya membuat latihan-latihan menantang dalam pembelajaran berbicara dan menulis)	5	4	3	2	1
14	My teacher teaches self-motivating strategies in speaking and writing activities (Guru saya mengajarkan tentang strategi-strategi motivasi diri dalam kegiatan berbicara dan menulis)	5	4	3	2	1
15	My teacher makes sure grades for speaking and writing ability reflect students' effort and hard work (Guru saya memastikan nilai untuk kemampuan berbicara dan menulis yang didapat siswa mencerminkan usaha dan kerja keras mereka)	5	4	3	2	1
16	My teacher lets students suggest class rules in learning speaking and writing (Guru saya membiarkan para siswa menyarankan tentang aturan-aturan kelas dalam pembelajaran berbicara dan menulis)	5	4	3	2	1
17	My teacher shows his/her enthusiasm for teaching speaking and writing class (Guru saya menunjukkan antusiasmenya dalam mengajar kelas berbicara dan menulis)	5	4	3	2	1

18	My teacher breaks the routine in speaking and writing activities by varying the presentation format (Guru saya menghancurkan kebiasaan dalam kegiatan berbicara dan menulis dengan mengubah format presentasi)	5	4	3	2	1
19	My teacher invites English-speaking foreigners to class (Guru saya mengundang orang asing yang berbahasa Inggris kedalam kelas)	5	4	3	2	1
20	My teacher helps students develop realistic beliefs about English learning especially for speaking and writing (Guru saya membantu para siswa mengembangkan kepercayaan realistis tentang pembelajaran bahasa Inggris terutama untuk berbicara dan menulis)	5	4	3	2	1
21	My teacher uses a short and interesting opening activity to start speaking and writing class (Guru saya menggunakan aktifitas pembuka yang singkat dan menarik dalam memulai pembelajaran berbicara dan menulis)	5	4	3	2	1
22	My teacher involves students in designing and running the English speaking and writing course (Guru saya melibatkan para siswa dalam mendesain dan menjalankan pembelajaran berbicara dan menulis bahasa Inggris)	5	4	3	2	1
23	My teacher establishes good rapport with students (Guru saya membentuk hubungan baik dengan para siswa)	5	4	3	2	1
24	My teacher encourages peer teaching and group presentation in learning speaking and writing (Guru saya megalakkan pengajaran antara siswa (peer teaching) dan	5	4	3	2	1

	presentasi kelompok dalam pembelajaran berbicara dan menulis)					
25	My teacher gives good reasons to students as to why a particular task both in speaking and writing activities is meaningful (Guru saya memberi alasan bagus kepada para siswa tentang mengapa latihan tertentu baik dalam kegiatan berbicara dan menulis itu bermakna)	5	4	3	2	1
26	My teacher finds out students' needs in mastering speaking and writing in English and builds them into curriculum (Guru saya menemukan kebutuhan para siswa dalam menguasai kemampuan berbicara dan menulis dalam Bahasa Inggris dan menyesuaikannya dengan kurikulum)	5	4	3	2	1
27	My teacher encourages students to create products (Guru saya mendorong para siswa untuk menciptakan sesuatu)	5	4	3	2	1
28	My teacher encourages students to try harder to speak and write in English (Guru saya mendorong para siswa untuk mencoba lebih keras untuk berbicara dan menulis dalam Bahasa Inggris)	5	4	3	2	1
29	My teacher gives students choices in deciding how and when they will be assessed after they speak or write in English (Guru saya memberi para siswa pilihan untuk menentukan bagaimana dan kapan mereka akan diberi penilaian setelah mereka berbicara atau menulis dalam Bahasa Inggris)	5	4	3	2	1
30	My teacher creates a supportive classroom climate especially for speaking and writing class that	5	4	3	2	1

<p>31</p> <p>32</p> <p>33</p> <p>34</p> <p>35</p>	<p>promotes risk-taking (Guru saya menciptakan suasana kelas yang mendukung terutama untuk kelas berbicara dan menulis yang mendukung siswa untuk mengambil resiko)</p>					
	<p>My teacher displays the speaking and writing class goal in a wall chart and review it regularly (Guru saya menampilkan tujuan kelas berbicara dan menulis dalam bagan dinding dan memeriksanya secara teratur)</p>	5	4	3	2	1
	<p>My teacher introduces authentic cultural materials (Guru saya memperkenalkan bahan budaya asli)</p>	5	4	3	2	1
	<p>My teacher makes clear to students that communicating meaning effectively is more important than being grammatically correct either in spoken or written (Guru saya menjelaskan kepada siswa bahwa mengkomunikasikan makna secara efektif lebih penting daripada benar secara tata bahasa baik verbal maupun tulisan)</p>	5	4	3	2	1
	<p>My teacher provides students with positive feedback for their speaking and writing ability (Guru saya memberi siswa umpan balik positif untuk kemampuan berbicara dan menulis mereka)</p>	5	4	3	2	1
	<p>My teacher asks students to work toward the same goal in learning speaking and writing (Guru saya meminta siswa untuk bekerja ke arah tujuan yang sama dalam pembelajaran berbicara dan menulis)</p>	5	4	3	2	1

36	My teacher teaches students learning techniques in speaking and writing (Guru saya mengajarkan teknik belajar kepada siswa dalam berbicara dan menulis)	5	4	3	2	1
37	My teacher adopts the role of a 'facilitator' (Guru saya mengadopsi peran 'fasilitator')	5	4	3	2	1
38	My teacher encourages students to use English outside the classroom (Guru saya mendorong siswa untuk menggunakan bahasa Inggris di luar kelas)	5	4	3	2	1
39	My teacher increases the amount of English I use in the class (Guru saya menambah jumlah penggunaan bahasa Inggris yang saya gunakan di kelas)	5	4	3	2	1
40	My teacher shares with students that you value English as a meaningful experience (Guru saya berbagi dengan siswa bahwa anda menghargai bahasa Inggris sebagai pengalaman yang berarti)	5	4	3	2	1
41	My teacher avoids social comparison (Guru saya menghindari perbandingan sosial)	5	4	3	2	1
42	My teacher promotes effort attributions (Guru saya mempromosikan upaya atribusi)	5	4	3	2	1
43	My teacher makes tasks attractive by including novel and fantasy element in learning speaking and writing (Guru saya membuat tugas-tugas menarik dengan memasukkan elemen novel dan fantasi dalam pembelajaran berbicara dan menulis)	5	4	3	2	1

44	My teacher encourages students to share personal experiences (Guru saya mendorong siswa untuk berbagi pengalaman pribadi)	5	4	3	2	1
45	My teacher presents various auditory and visual teaching aids for speaking and writing activities (Guru saya menyajikan berbagai alat bantu pendengaran dan visual untuk kegiatan berbicara dan menulis)	5	4	3	2	1
46	My teacher recognises students' effort and achievement (Guru saya mengenali upaya dan prestasi siswa)	5	4	3	2	1
47	My teacher becomes his/her self in front of students (Guru saya menjadi dirinya sendiri di depan siswa)	5	4	3	2	1
48	My teacher allows students to assess themselves (Guru saya memungkinkan siswa untuk menilai diri mereka sendiri)	5	4	3	2	1

PRODUCTIVE SKILLS TESTS

Writing Instruction:

1. The biggest loss that I have ever experienced
2. My trip to ...
3. A special moment with my best friend
4. You may choose your own topic

Please tell your experience regarding to one of the the topics given in 7 minutes presentation. You are given 10 minutes to prepare your performance.

1. The first day moving to dormitory
2. The proudest moment in my life
3. My unforgettable childhood memories
4. You may choose your own topic

Appendix 4

The Result of Students' Language Learning Strategies

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	Total Score	
1	3	4	4	4	3	4	4	4	4	4	3	3	4	4	4	2	4	4	2	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	4	4	5	5	3	3	3	4	148		
2	2	4	3	3	2	5	3	3	4	4	2	2	4	5	4	2	4	5	2	4	3	3	3	4	3	3	4	3	3	3	4	3	4	3	3	3	3	3	3	3	3	4	141		
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Appendix 5

Frequency Statistics of Language Learning Strategies

Strategies	Items	Always (5)		Usually (4)		Sometimes (3)		Seldom (2)		Never (1)	
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Memory Strategies	Q1	6	11.1%	14	25.9%	30	55.6%	4	7.4%	0	0%
	Q2	0	0%	36	66.7%	18	33.3%	0	0%	0	0%
	Q3	0	0%	41	75.9%	13	24.1%	0	0%	0	0%
	Q4	0	0%	2	3.7%	52	96.3%	0	0%	0	0%
	Q5	1	1.9%	22	40.7%	28	51.9%	3	5.6%	0	0%
	Q6	5	9.3%	28	51.9%	21	38.9%	0	0%	0	0%
	Q7	0	0%	19	35.2%	35	64.8%	0	0%	0	0%
Cognitive Strategies	Q8	12	22.2%	32	59.3%	10	18.5%	0	0%	0	0%
	Q9	1	1.9%	22	40.7%	24	44.4%	7	13%	0	0%
	Q10	1	1.9%	18	33.3%	35	64.8%	0	0%	0	0%
	Q11	1	1.9%	23	42.6%	23	42.6%	7	13%	0	0%
	Q12	1	1.9%	23	42.6%	22	40.7%	8	14.8%	0	0%
	Q13	1	1.9%	27	50%	25	46.3%	1	1.9%	0	0%
	Q14	11	20.4%	22	40.7%	21	38.9%	0	0%	0	0%
	Q15	0	0%	35	46.8%	19	35.2%	0	0%	0	0%
	Q16	0	0%	11	20.4%	37	68.5%	6	11.1%	0	0%
	Q17	0	0%	44	81.5%	10	18.5%	0	0%	0	0%
	Q18	9	16.7%	35	64.8%	10	18.5%	0	0%	0	0%
	Q19	0	0%	33	61.1%	15	27.8%	6	11.1%	0	0%



Compensation Strategies	Q20	6	11.1%	35	64.8%	13	24.1%	0	0%	0	0%
	Q21	5	9.3%	40	74.1%	9	16.7%	0	0%	0	0%
	Q22	0	0%	36	66.7%	18	33.3%	0	0%	0	0%
	Q23	0	0%	42	77.8%	12	22.2%	0	0%	0	0%
	Q24	0	0%	44	81.5%	10	18.5%	0	0%	0	0%
Metacognitive Strategies	Q25	0	0%	39	72.2%	15	27.8%	0	0%	0	0%
	Q26	3	5.6%	43	79.6%	8	14.8%	0	0%	0	0%
	Q27	3	5.6%	34	63%	17	31.5%	0	0%	0	0%
	Q28	4	7.4%	37	68.5%	13	24.1%	0	0%	0	0%
	Q29	4	7.4%	34	63%	16	29.6%	0	0%	0	0%
	Q30	3	5.6%	22	40.7%	24	44.4%	5	9.3%	0	0%
	Q31	4	7.4%	24	44.4%	26	48.1%	0	0%	0	0%
	Q32	2	3.7%	15	27.8%	29	53.7%	8	14.8%	0	0%
	Q33	5	9.3%	19	35.2%	27	50%	3	5.6%	0	0%
Affective Strategies	Q34	5	9.3%	24	44.4%	25	46.3%	0	0%	0	0%
	Q35	4	7.4%	24	44.4%	26	48.1%	0	0%	0	0%
	Q36	5	9.3%	26	48.1%	23	42.6%	0	0%	0	0%
	Q37	4	7.4%	24	44.4%	26	48.1%	0	0%	0	0%
	Q38	2	3.7%	19	35.2%	27	50%	6	11.1%	0	0%

ju.

linjauan suatu masalah.

n Syarif Kasim Riau



Social Strategies

Q39	3	5.6%	25	46.3%	25	48.1%	0	0%	0	0%
Q40	0	0%	27	50%	27	50%	0	0%	0	0%
Q41	0	0%	40	74.1%	14	25.9%	0	0%	0	0%
Q42	0	0%	2	3.7%	52	96.3%	0	0%	0	0%
Q43	2	3.7%	24	44.4%	28	51.9%	0	0%	0	0%

UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Undang

ian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 jika kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 gikan kepentingan yang wajar UIN Suska Riau.
 dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The Result of Students' Perception about Motivational Strategies Used by the Teacher

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	Total Score
1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	3	3	3	113	
2	4	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	4	3	3	3	115	
3	3	4	3	4	4	4	3	4	4	3	3	4	3	3	3	4	3	4	3	4	3	4	3	3	3	3	3	4	3	3	3	3	3	4	3	3	123	
4	3	4	3	3	4	4	3	3	3	3	3	3	4	3	4	3	4	4	4	4	4	3	3	4	4	4	3	3	4	3	3	3	4	4	3	4	128	
5	3	4	3	3	3	3	3	3	3	4	4	3	4	3	3	3	3	3	4	3	4	4	3	4	4	4	4	4	4	4	4	4	3	4	4	4	133	
6	3	3	4	4	4	4	4	4	3	4	4	3	3	4	4	3	4	3	3	4	4	3	4	4	3	4	4	3	4	3	4	3	4	3	4	3	132	
7	4	4	3	3	3	3	3	3	3	4	3	3	3	3	3	4	3	4	3	3	3	4	4	3	4	3	4	3	3	3	3	3	3	3	3	4	122	
8	4	4	3	3	4	4	3	3	4	3	4	3	3	4	4	4	3	4	3	4	3	3	3	4	4	4	3	3	3	3	3	3	3	3	4	3	124	
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12	4	4	4	3	4	3	3	3	3	4	3	3	3	4	3	4	4	4	3	3	3	3	3	4	4	4	3	3	3	4	3	3	3	3	3	3	124	
13	3	4	3	3	4	4	3	4	4	4	4	3	4	4	3	3	4	3	4	4	5	5	5	5	5	5	3	3	3	3	3	4	3	3	4	4	139	
14	4	4	4	3	4	3	4	4	4	4	3	4	4	4	4	3	3	3	4	4	4	4	3	3	3	4	4	4	4	4	4	4	3	3	3	3	135	
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16	4	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	4	3	3	3	3	3	3	3	5	3	3	4	4	3	3	4	3	3	3	4	120	
17	4	3	3	3	3	3	4	3	4	3	3	4	4	3	4	4	4	4	3	4	3	4	4	4	5	4	4	3	4	3	4	4	3	4	4	4	136	
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27	4	4	4	3	4	4	4	4	3	3	3	3	3	3	3	3	3	4	3	4	3	3	4	3	5	3	4	3	3	4	4	4	5	4	4	4	133	
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44	3	4	3	4	4	3	4	4	3	3	4	3	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	4	3	122		
45	3	4	3	3	4	3	3	3	3	3	3	4	3	4	3	4	4	4	4	4	4	3	3	3	4	4	3	4	3	3	4	3	4	4	3	4	128	
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47	3	3	4	4	4	4	4	3	4	4	3	3	4	4	3	4	4	3	4	4	3	4	4	3	4	4	4	4	3	3	4	3	4	3	4	3	132	
48	3	4	3	3	4	3	4	4	4	3	3	3	4	4	4	4	3	3	3	4	3	3	3	3	3	4	3	3	3	4	3	4	4	4	4	3	127	
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51	4	4	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	4	4	3	4	3	4	3	3	3	3	3	3	4	3	4	120	
52	3	3	4	4	4	4	4	4	4	3	3	4	3	4	4	3	3	3	3	3	4	4	3	3	3	3	3	3										



Appendix 7

Frequency Statistics of Motivational Strategies

Items	Always (5)		Usually (4)		Sometimes (3)		Seldom (2)		Never (1)	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Q1	0	0%	28	51.9%	26	48.1%	0	0%	0	0%
Q2	0	0%	34	63%	20	37%	0	0%	0	0%
Q3	0	0%	19	35.2%	35	64.8%	0	0%	0	0%
Q4	0	0%	16	29.6%	38	70.4%	0	0%	0	0%
Q5	0	0%	27	50%	27	50%	0	0%	0	0%
Q6	0	0%	21	38.9%	33	61.1%	0	0%	0	0%
Q7	0	0%	21	38.9%	33	61.1%	0	0%	0	0%
Q8	0	0%	28	48.1%	28	51.9%	0	0%	0	0%
Q9	0	0%	27	50%	27	50%	0	0%	0	0%
Q10	0	0%	23	42.6%	31	57.4%	0	0%	0	0%
Q11	0	0%	17	31.5%	37	68.5%	0	0%	0	0%
Q12	0	0%	16	29.6%	38	70.4%	0	0%	0	0%
Q13	0	0%	20	37%	34	63%	0	0%	0	0%
Q14	0	0%	24	44.4%	30	55.6%	0	0%	0	0%
Q15	0	0%	26	48.1%	28	51.9%	0	0%	0	0%
Q16	0	0%	27	50%	27	50%	0	0%	0	0%
Q17	0	0%	21	38.9%	33	61.1%	0	0%	0	0%
Q18	0	0%	24	44.4%	30	55.6%	0	0%	0	0%
Q19	0	0%	18	33.3%	36	66.7%	0	0%	0	0%



Q20	0	0%	23	42.6%	31	57.4%	0	0%	0	0%
Q21	1	1.9%	21	38.9%	32	59.3%	0	0%	0	0%
Q22	1	1.9%	21	38.9%	32	59.3%	0	0%	0	0%
Q23	1	1.9%	20	37%	33	61.1%	0	0%	0	0%
Q24	1	1.9%	18	33.3%	35	64.8%	0	0%	0	0%
Q25	19	35.2%	16	29.6%	19	35.2%	0	0%	0	0%
Q26	2	3.7%	24	44.4%	28	51.9%	0	0%	0	0%
Q27	1	1.9%	20	37%	33	61.1%	0	0%	0	0%
Q28	1	1.9%	17	31.5%	36	66.7%	0	0%	0	0%
Q29	1	1.9%	17	31.5%	36	66.7%	0	0%	0	0%
Q30	1	1.9%	17	31.5%	36	66.7%	0	0%	0	0%
Q31	1	1.9%	20	37%	33	61.1%	0	0%	0	0%
Q32	1	1.9%	17	31.5%	36	66.7%	0	0%	0	0%
Q33	1	1.9%	21	38.9%	32	59.3%	0	0%	0	0%
Q34	13	24.1%	12	22.2%	29	53.7%	0	0%	0	0%
Q35	0	0%	25	46.3%	29	53.7%	0	0%	0	0%
Q36	0	0%	25	46.3%	29	53.7%	0	0%	0	0%
Q37	0	0%	23	42.6%	31	57.4%	0	0%	0	0%

an kritik atau tinjauan suatu masalah.

y of Sultan Syarif Kasim Riau



Appendix 8

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Hak Cipta dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Student	Rater 1		Rater 2		Average of Total Score	Average of Real Score	Level of Ability
	TS	RS	TS	RS			
1	20	80	17	68	18.5	74	Good
2	19	76	18	72	18.5	74	Good
3	19	76	19	76	19	76	Good
4	18	72	20	80	19	76	Good
5	18	72	19	76	18.5	74	Good
6	18	72	19	76	18.5	74	Good
7	17	68	18	72	17.5	70	Good
8	18	72	18	72	18	72	Good
9	18	72	19	76	18.5	74	Good
10	18	72	19	76	18.5	74	Good
11	18	72	21	84	19.5	78	Good
12	17	68	17	68	17	68	Good
13	18	72	22	88	20	80	Good
14	19	76	19	76	19	76	Good
15	18	72	22	88	20	80	Good
16	21	84	20	80	20.5	82	Excellent
17	21	84	20	80	20.5	82	Excellent
18	21	84	19	76	20	80	Good
19	21	84	18	72	19.5	78	Good



20	16	64	20	80	18	72	Good
21	22	88	18	72	20	80	Good
22	22	88	19	76	20.5	82	Excellent
23	23	92	17	68	20	80	Good
24	19	76	23	92	21	84	Excellent
25	19	76	23	92	21	84	Excellent
26	20	80	22	88	21	84	Excellent
27	21	84	24	96	22.5	90	Excellent
28	21	84	22	88	21.5	86	Excellent
29	20	80	24	96	22	88	Excellent
30	19	76	21	84	20	80	Good
31	20	80	19	76	19.5	78	Good
32	17	68	19	76	18	72	Good
33	18	72	20	80	19	76	Good
34	18	72	20	80	19	76	Good
35	18	72	20	80	19	76	Good
36	18	72	20	80	19	76	Good
37	18	72	18	72	18	72	Good
38	17	68	18	72	17.5	70	Good
39	19	76	21	84	20	80	Good
40	17	68	21	84	19	76	Good
41	17	68	21	84	19	76	Good
42	17	68	22	88	19.5	78	Good

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Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

43	19	76	19	76	19	76	Good
44	20	80	18	72	19	76	Good
45	18	72	20	80	19	76	Good
46	18	72	20	80	19	76	Good
47	18	72	21	84	19.5	78	Good
48	19	76	19	76	19	76	Good
49	20	80	21	84	20.5	82	Excellent
50	20	80	21	84	20.5	82	Excellent
51	20	80	17	68	18.5	74	Good
52	18	72	17	68	17.5	70	Good
53	19	76	17	68	18	72	Good
54	15	60	17	68	16	64	Good
Total	1017	4068	1063	4252		4160	
Average	19	75	20	79		77	Good

The Students' Scores of Speaking test



Appendix 9

The Students' Writing Scores

Student	Rater 1		Rater 2		Average of Total Score	Average of Real Score	Level of Ability
	TS	RS	TS	RS			
1	15	60	22	88	18.5	72	Good
2	15	60	21	84	18	72	Good
3	16	64	21	84	18.5	74	Good
4	19	76	22	88	20.5	80	Good
5	18	72	22	88	20	74	Good
6	18	72	23	92	20.5	72	Good
7	15	60	24	96	19.5	66	Good
8	14	56	23	92	18.5	66	Good
9	16	64	25	100	20.5	70	Good
10	17	68	23	92	20	74	Good
11	21	84	24	96	22.5	84	Excellent
12	15	60	23	92	19	72	Good
13	20	80	23	92	21.5	80	Good
14	16	64	23	92	19.5	80	Good
15	18	72	23	92	20.5	80	Good
16	19	76	23	92	21	86	Excellent
17	20	80	25	100	22.5	86	Excellent

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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	17	68	24	96	20.5	76	Good
	19	76	22	88	20.5	80	Good
	15	60	22	88	18.5	74	Good
	13	52	23	92	18	66	Excellent
	15	60	24	96	19.5	76	Good
	23	92	24	96	23.5	92	Excellent
	21	84	25	100	23	84	Excellent
	22	88	25	100	23.5	88	Excellent
	22	88	25	100	23.5	88	Excellent
	22	88	24	96	23	88	Excellent
	21	84	22	88	21.5	84	Excellent
	20	80	22	88	21	84	Excellent
	22	88	24	96	23	92	Excellent
	21	84	23	92	22	88	Excellent
	21	84	23	92	22	88	Excellent
	21	84	23	92	22	84	Excellent
	22	88	23	92	22.5	92	Excellent
	22	88	25	100	23.5	92	Excellent
	21	84	22	88	21.5	88	Excellent
	19	76	24	96	21.5	84	Excellent
	21	84	25	100	23	88	Excellent



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

40	22	88	23	92	22.5	90	Excellent
41	20	80	22	88	21	84	Excellent
42	22	88	22	88	22	88	Excellent
43	21	84	22	88	21.5	84	Excellent
44	21	84	24	96	22.5	84	Excellent
45	23	92	22	88	22.5	92	Excellent
46	22	88	24	96	23	88	Excellent
47	20	80	23	92	21.5	84	Excellent
48	21	84	23	92	22	84	Excellent
49	20	80	25	100	22.5	80	Good
50	20	80	22	88	21	84	Excellent
51	19	76	22	88	20.5	80	Good
52	15	60	22	88	18.5	78	Good
53	22	88	23	92	22.5	88	Excellent
54	19	76	22	88	20.5	76	Good
Total	1036	4144	1249	4996		4404	
Average	19	77	23	93		82	Excellent



Appendix 10

The Average of Students' Productive Skills Scores

Student	Speaking Test Score	Writing Test Score	Total Score	Average Score	Level of Ability
1	74	72	146	73	Good
2	74	72	146	73	Good
3	76	74	150	75	Good
4	76	80	156	78	Good
5	74	74	148	74	Good
6	74	72	146	73	Good
7	70	66	136	68	Good
8	72	66	138	69	Good
9	74	70	144	72	Good
10	74	74	148	74	Good
11	78	84	162	81	Excellent
12	68	72	140	70	Good
13	80	80	160	80	Good
14	76	80	156	78	Good
15	80	80	160	80	Good
16	82	86	168	84	Excellent
17	82	86	168	84	Excellent
18	80	76	156	78	Good
19	78	76	154	77	Good
20	72	80	152	76	Good
21	80	74	154	77	Good
22	82	66	148	74	Good
23	80	76	156	78	Good

Cipta Dilindungi Undang-Undang
 Hak cipta dilindungi UIN Suska Riau
 State Islamic University of Sultan Syarif Kasim Riau

2. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

24	84	92	176	88	Excellent
25	84	84	168	84	Excellent
26	84	88	172	86	Excellent
27	90	88	178	89	Excellent
28	86	88	174	87	Excellent
29	88	84	172	86	Excellent
30	80	84	164	82	Excellent
31	78	92	170	85	Excellent
32	72	88	160	80	Good
33	76	88	164	82	Excellent
34	76	84	160	80	Good
35	76	92	168	84	Excellent
36	76	92	168	84	Excellent
37	72	88	160	80	Good
38	70	84	154	77	Good
39	80	88	168	84	Excellent
40	76	90	166	83	Excellent
41	76	84	160	80	Good
42	78	88	166	83	Excellent
43	76	84	160	80	Good
44	76	84	160	80	Good
45	76	92	168	84	Excellent
46	76	88	164	82	Excellent
47	78	84	162	81	Excellent
48	76	84	160	80	Good
49	82	80	162	81	Excellent
50	82	84	166	83	Excellent

51					
52	74	80	154	77	Good
53	70	78	148	74	Good
54	72	88	160	80	Good
54	64	76	140	70	Good

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State Islamic University of Sultan Syarif Kasim Riau



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SUPERVISORS' CONTROL CARD

Appendix 11

© Hak cipta

UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau



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ang-Undang

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KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *					
NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Co Promotor	Keterangan	
1.	14/3-20	Linking at a place the whole the parts of thesis			
2.	18/4/20	Cross checking duplicate & duplicate comments for correction			
3.					
4.					
5.					
6.					

Catatan :
*Coret yang tidak perlu

Pekanbaru, 20....
Pembimbing II / Co Promotor*

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *					
NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Promotor	Keterangan	
1.	24/12-2019	Revisi - Revisi			
2.	22/1-20	Koreksi dan Revisi Bab II & Bab III			
3.	17/2-20	Koreksi dan Revisi Bab IV			
4.					
5.					
6.					

Catatan :
*Coret yang tidak perlu

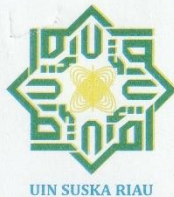
Pekanbaru, 20....
Pembimbing I / Promotor*

Appendix 12

DECREE OF SUPERVISORS



a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Nomor : 2940/Un.04/PPs/PP.00.9/2019 Pekanbaru, 12 Desember 2019
Lamp. : 1 berkas
Perihal : Penunjukan Pembimbing Utama dan Pembimbing Pendamping Tesis Kandidat Magister

Kepada Yth.

1. Abdul Hadi, S.Pd., MA, PhD (Pembimbing Utama)
2. Dr. Marzuki, M.Ed (Pembimbing Pendamping)

di

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n.:

Nama : Nadia Alkhair
NIM : 21790125757
Program Pendidikan : Magister/Strata Dua (S2)
Program Studi : Pendidikan Agama Islam
Semester : V (lima)
Judul Tesis : The Influence of Language Learning and Motivational Strategies on Students' Productive Skill at SMA Babussalam Pekanbaru

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian setelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam,
Direktur,



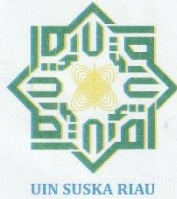
Prof. Dr. Afrizal M, MA
NIP. 19591015 198903 1 001

Appendix 13

RECOMMENDATION LETTERS



- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Nomor : 0839/Un.04/Ps/PP.00.9/2020
Lamp. : 1 berkas
Perihal : Izin Melakukan Kegiatan Penelitian Tesis

Pekanbaru, 09 Juni 2020

Kepada Yth.
Kepala Dinas Penanaman Modal dan Pelayanan
Terpadu Satu Pintu Provinsi Riau
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh.
Dengan hormat, dalam rangka penulisan tesis, maka dimohon kesediaan
Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Nadia Alkhair
NIM	: 21790125757
Program Pendidikan	: Magister (S2)
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Semester	: VI (Enam)
Judul Tesis	: The influence of Language Learning and Motivational Strategies on Students' Productive Skill at SMA Babussalam Pekanbaru

untuk melakukan penelitian sekaligus mengumpulkan data dan informasi yang
diperlukannya dari SMA Babussalam Pekanbaru.

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Masalam
Direktur,

Prof. Dr. Afrizal M, MA
NIP. 19591015 198903 1 001



- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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PEMERINTAH PROVINSI RIAU DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru,

No : 071/Disdik/1.3/2020/SS 83
Sifat : Biasa
Lampiran :
Hal : Izin Riset / Penelitian

Kepada 17 Juni 2020
Yth. Kepala SMA BABUSSALAM Pekanbaru
di-
Pekanbaru

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/33105 Tanggal 16 Juni 2020 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : NADIA ALKHAIR
NIM : 21790125757
Program Studi : PENDIDIKAN AGAMA ISLAM
Jenjang : S2
Alamat : PEKANBARU
Judul Penelitian : THE INFLUENCE OF LANGUAGE LEARNING AND MOTIVATIONAL STRATEGIES ON STUDENTS PRODUCTIVE SKILLS AT SMA BABUSSALAM

Lokasi Penelitian : SMA BABUSSALAM PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS


AHYU SUHENDRA, SE
Pembina
NIP. 19711209 200012 1 006

Tembusan:
f Kasim Riau



a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpulkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/33105
T E N T A N G



1.04.02.01

**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 0839/Un.04/Ps/PP.00.9/2020 Tanggal 16 Juni 2020**, dengan ini memberikan rekomendasi kepada:

- | | |
|----------------------|--|
| 1. Nama | : NADIA ALKHAIR |
| 2. NIM / KTP | : 21790125757 |
| 3. Program Studi | : PENDIDIKAN AGAMA ISLAM |
| 4. Konsentrasi | : PENDIDIKAN BAHASA INGGRIS |
| 5. Jenjang | : S2 |
| 6. Judul Penelitian | : THE INFLUENCE OF LANGUAGE LEARNING AND MOTIVATIONAL STRATEGIES ON STUDENTS' PRODUCTIVE SKILLS AT SMA, BABUSSALAM PEKANBARU |
| 7. Lokasi Penelitian | : SMA BABUSSALAM PEKANBARU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 16 Juni 2020



Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

**DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU**

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



Appendix 14

TOEFL

1. Dilarang mengutip atau menjiplak sebagian atau seluruh isi laporan ini untuk kepentingan lain.
2. Dilarang mengutip atau menjiplak sebagian atau seluruh isi laporan ini untuk kepentingan lain.

LANGUAGE DEVELOPMENT CENTER
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية

CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Nadia Alkhair
Language Development Center
State Islamic University of SUSKA Riau
ID Number : 21790125757

Date of Birth : August 10, 1994
Sex : Female
Test Form : Paper Based Test
Language Development Center
State Islamic University of SUSKA Riau

Achieved the following scores on the

English Proficiency Test
Listening Comprehension : 55
Structure & Written Expressions : 61
Reading Comprehension : 54
Overall Score : 567


Expire Date : September 14, 2020

The Head of Language Development Center


Mahyudin Sukri, M.Ag
NIP. 19770421 200604 1 003



UIN SUSKA RIAU


UIN SUSKA RIAU

CADC
The scores and information presented in this score report are approved by
The Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004
HP. 0832 7144 0823 Fax. (0761) 858832
Email : info@pusat-bahasa.info, pusat-bahasa.info

TOAFL





Appendix 16

SEMINAR CONTROL CARDS

KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : NADIA ALKHAIR
NIM : 21790125757
PROGRAM : PASCA SARJANA UIN SUSKA RIAU
PRODI : PENDIDIKAN AGAMA ISLAM
KONSENTRASI : PENDIDIKAN BAHASA INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	SENIN 2/12-19	A comparative study between the use of VSS (vocabulary self-collection strategy)		Leni Nurpita
2		and VES (Stephens vocabulary Elaboration strategy) on students' vocabulary mastery		Sari
3		at SMPN 1 Bantan in Bengkalis Regency		
4				
5	SENIN 2/12-19	The correlation between learning styles and self-confidence on students' motivation		Ella Novi Angani
6		at SMK Perikanan Provinsi Riau		
7				
8	SENIN 2/12-19	A comparative study on the effect of using PQ4R and ATR strategy on reading		Rizky Nugrahayu
9		comprehension at SMP Plus terpadu Pekanbaru		
10				
11				
12				
13				
14				
15				

Pekanbaru, 2 DESEMBER 2019
Direktur,

Prof. Dr. H. Afrizal M, MA
NIP. 19591015 198903 1 001

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2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : NADIA ALKHAIR
NIM : 21790125757
PROGRAM : PASCA SARJANA UIN SUSKA RIAU
PRODI : PENDIDIKAN AGAMA ISLAM
KONSENTRASI : PENDIDIKAN BAHASA INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	RABU 16/1 - 2019	The Influence of students' emotional intelligence and self efficacy toward		Azi Nurazmar
2		their reading comprehension at the first students in University of Pasir	1	
3				
4	RABU 16/1 - 2019	the effect of creative problem solving (CPS) strategy on students' participation		Khanunissa
5		and reading comprehension in narrative text at state senior high school 3 Mandau		
6				
7	RABU 16/1 - 2019	A comparison between the effect of using Round Robin and character quotes		Murhasna
8		strategies on students' reading comprehension at Mts Sawah Subdistrict of North Kampar		
9				
10	RABU 16/1 - 2019	The comparison between Predict Ogram strategy and Rally table strategy on		Helma Jura
11		students' reading comprehension at Vocational high school Taruna School		
12		Pekanbaru		
13				
14				
15				

Pekanbaru, 16 JANUARI 2019
Direktur,

Prof. Dr. Afrizal, M, MA
NIP. 19591015 198903 1 001

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